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PROCEEDINGS *of the* TENTH
CONFERENCE FOR EDU-
CATION IN THE SOUTH

WITH AN APPENDIX IN REVIEW OF FIVE YEARS

PINEHURST, N. C.

APRIL 9, 1907



PUBLISHED *by the* EXECUTIVE COMMITTEE *of the* CONFERENCE

S. C. MITCHELL, *Chairman*

RICHMOND COLLEGE, RICHMOND, VIRGINIA



PREFACE

The invitation tendered at Lexington to hold the Tenth Conference at Nashville, Tennessee, was cordially confirmed in the autumn, and preparations were going forward to meet in that place when the question was raised whether it might not be well to return to the usage of the earlier Conferences at Capon Springs and select for this meeting some more retired spot. This was particularly urged in view of the exigencies resulting from the sudden death of Dr. McIver. A meeting of the Executive Committee and other officers was held at Atlanta, Georgia, February 14th, and it was there decided to hold the Conference at the Carolina Hotel at Pinehurst, North Carolina.

In making the arrangements no stenographers were engaged to report the ex-tempore exercises. Hence it has been necessary to ask some of the participants to prepare their personal manuscripts for this publication. Thanks are due to many who responded, most of them with gratifying promptness.

A meeting of the Southern Educational Board in August was favored with a number of reports from State Superintendents and Agents of the Board, which contained valuable information in line with the objects of the Conference. The request was therefore made that a paper be prepared, on the basis of these reports, and others of like import presented at previous meetings of the Board, to be appended to the published proceedings of the Tenth Conference. Accordingly such a paper has been printed herewith as an Appendix.

Let us find a way to train the children of democracy for citizenship and service.

Alderman.

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Conference for Education in the South

PINEHURST MEETING, 1907

OPENING SESSION

TUESDAY MORNING, APRIL 9TH.

The Tenth Annual Conference for Education in the South met in the Auditorium of the Carolina Hotel, at Pinehurst, N. C., on Tuesday, April 9th, at 10:30 o'clock A. M. In the absence of the President and Vice-President, Dr. S. C. Mitchell, of Richmond, Va., the Chairman of the Executive Committee of the Conference, called the meeting to order and introduced the Hon. Robert B. Glenn, Governor of North Carolina.

GOVERNOR GLENN.

The Governor then came forward on the platform and welcomed the members of the Conference to the State in an address replete with expressions of hospitality. Referring to the far reaching influence of the Conference and the importance of its work, he spoke of the people of his State as independent and self-reliant, following their own convictions in their educational system, as in other things, and accepting encouragement from other sources only in the spirit of friendly co-operation.

He dwelt particularly upon the material prosperity of the South and the increasing resources to be applied to educational purposes. The time had come for the recognition of this. "Possumus" was the watchword of the hour; "we are able" was the truth to which the people were awakening. In illustration he gave the following impressive figures:

"Twenty years ago the South had \$21,000,000 invested in cotton mills; to-day \$150,000,000; then 667,000 spindles were operated; to-day 9,760,000 spindles; then our farms raised 431,000,000 bushels of grain; now over 2,000,000,000.

"In 1890 the capital invested in all kinds of manufacturing in the South was \$695,000,000; now \$1,700,000,000; then the value of manufactured products was \$917,589,000; now \$2,225,000,000, with a cotton crop valued at \$675,000,000 and 60,000,000 gallons of oil.

"In 1880 the output of pig iron was 397,000 tons, now 3,500,000 tons; then 6,000,000 tons of coal; now 83,000,000.

"From 1880 to 1900 the increase of agriculture for the whole country was 65 per cent.; for the South 72 per cent.; in manufacturing, for the country, 242 per cent.; for the South, 348 per cent.; the increase in the value of manufactures for the whole country, 135 per cent.; for the South, 215 per cent.

"In 1870 North Carolina was the poorest State in the Union, with a valuation of 260 million dollars and a population of nine hundred thousand; now it has a valuation of \$1,000,000,000, and a population of 2,000,000,000. From 1870 to the present time the debt has been reduced from \$40,000,000, and the State is out of debt with its bonds selling at high premium, and money in the Treasury sufficient to cancel every one of them.

"Eighty-five per cent. of the cotton in the world, 75 per cent. of all the tobacco and 99 per cent. of all the peanuts are raised in North Carolina, and this production represents about one-half of what the State is capable of raising. In revenue taxes alone \$4,994,000,968 has been paid for tobacco.

"The State has more mills than any other in the country, and it is third in regard to spindles and looms being operated, in 1905 there being 47,000,500 of the former, and 2,215,000 of the latter. Between 1890 and 1905 the value of manufactured products was increased from \$40,075,000 to over \$100,000,000; more than 600,000 bales of cotton being used or more than the State produced. North Carolina is also the second furniture State in the Union, High Point being next in importance to Grand Rapids, with a total of \$2,470,000,000 invested in this equipment.

“In 1906 the South added \$7,300,000 per day, or \$2,690,000,000, each year to the wealth of the world; England adding only \$7,000,000 per week. The total value of gold and silver production for five years ending at that period was \$2,578,852,000; the total value of cotton production for the same period \$2,974,000,000.”

At the close of Governor Glenn's address the Chairman expressed in feeling terms his profound regret at the absence of Mr. Robert C. Ogden, the President of the Conference, whose personality he esteemed the soul of the gathering. He spoke of Mr. Ogden as one of the chief benefactors of the South since the Civil War, and indicated that he would be regarded along with Horace Mann and J. L. M. Curry as a creative force in the working out of an orderly system of education in our national democracy. He dwelt upon the rare felicity with which Mr. Ogden was accustomed to preside on such occasions, and voiced the hope of all that Mr. Ogden's strength would speedily be restored. The Chairman then read the following letter from the President of the Conference, Mr. Robert C. Ogden:

NEW YORK, April 6, 1907.

Dr. S. C. Mitchell, Chairman Executive Committee, Conference for Education in the South, Pinehurst, N. C.:

Dear Dr. Mitchell,—It is a painful and unwelcome task to give you official notice that it will be impossible for me to attend the Tenth Conference for Education in the South, which will assemble at Pinehurst, North Carolina, on Tuesday the 9th inst.

In my judgment, the present Conference should take rank far above any of its predecessors in the creation of ideals and formulation of policies that in turn should influence every State represented to greater enthusiasm and larger efficiency. My personal disappointment, because of present limitations, is proportionate to my faith and hope in what will be accomplished on the present occasion. Extraordinary progress in many directions is full of inspiration. The great undone margin is a challenge to patriotic self-sacrifice and lofty endeavor.

In the presence of the ability, conscience and devotion represented in the Conference, a President's message would be superfluous.

Allow me to suggest that the present is the opportune time for me to retire from the office with which the Conference has honored me for so many years.

Very respectfully,

ROBERT C. OGDEN.

On motion of Dr. Francis P. Venable, of Chapel Hill, North Carolina, a committee was appointed to express to Mr. Ogden the regrets of the Conference at his enforced absence and the wish for his speedy restoration. The Chairman appointed on this committee: Messrs. Francis P. Venable, George A. Plimpton and George R. Denny.

In response to the address of welcome, Dr. S. C. Mitchell spoke as follows:

THE TASK OF THE NEIGHBORHOOD.

BY SAMUEL CHILES MITCHELL.

We are accustomed to speak of the Southern Problem; but would it not be well to resolve this large and general term back into its constituent elements, with a view to making our purpose in education more definite and our efforts more concrete? The Southern Problem is not a strategic point, not a Bloody Angle, not a single fortress, which can be carried by one brilliant assault, as we sometimes seem to fancy; but it is rather a series of innumerable ganglia, each one the center of salutary potency, economic, social, and intellectual. These ganglia are the myriads of neighborhoods which dot the wide expanse of the South.

This educational movement has displayed rare generalship in marshaling masses of people, in enlisting the leaders of thought in the several States, and in rendering more effective all educational agencies. It has brought to light the facts as to Southern schools; it has lifted education here into national prominence; it has brought encouragement to every isolated man or woman, who, in his or her sphere, was sincerely making for progress; it has re-enforced Southern opinion and promoted conciliation among all sections of our common country. These are great gains and they will abide. But has not the time come for another turn to be taken in our advance? Hitherto the State as a unit has been in the main our objective. May we not with profit consider singly the needs of the neighborhoods in these vast rural commonwealths? If we can lay hold of these separate

centers of influence, whose name is legion; if we can organize the potential forces latent in each community, may we not get the key to the whole situation, and by developing a compact citizens' organization in each locality, bring into alignment for progress all the forces of our democracy? Is not then the local school improvement league the corner-stone of the symmetrical and enduring superstructure of education which we are striving to rear?

CHURCH AND COURT-HOUSE, THE TWO FOCI OF THE COMMUNITY.

To-day the rural community in the South has two foci—the court-house and the church. Is it not possible that these two centers of influence, which are to some extent divisive, can be embraced to advantage in a larger unit—the school? Society is bigger than both the church and the court; and the school stands for that social organism which includes State and church, court and commerce, home and factory.

Was not something lacking in a society where church and court attempted to fulfill all communal functions, as the two lobes of the brain? The court stood for politics as well as justice. It was also to the horse-trader what the red flag is to the auction. Court-day was the carnival of the partisan orator who was seeking the suffrage of the sovereign people.

The South is rich in sentiment, especially in religious sentiment. It constitutes our chief asset. While we rejoice in this richness of sentiment, affording as it does a mellow light for all our life, it is nevertheless true that much of this spiritual energy is not turned to practical account. A wise man recently remarked, "The largest force latent in the South is the unused religious sentiment." Electricity had been diffused throughout the atmosphere from primordial times; but Franklin's tiny thread, by bringing this elusive agency to practical uses, has transformed the world. So with our religious sentiment. In the South to-day there are exhaustless stores of electric energy in every great denomination, which, if rightly drawn upon, may work wonders in transforming social, moral, and racial conditions. With such reservoirs of religious sentiment as we have, it becomes our primary duty to open up practical channels of

activity in which it can flow out beneficently to all mankind. The cause of the child in groping for the door of opportunity through the school; the improvement of economic conditions as regards the farm, the factory, and the home; the abolition of the saloon, which paralyzes thrift and increases sorrow; the duty to uplift the negroes among us and to find some rational ground for the two races dwelling upon our soil; to strengthen our educational institutions with a view to the advancement of truth and the service of mankind; to visit with hope the neglected masses who are without an open vision, and to kindle in their breasts a consciousness of the fact that they may become partakers of the divine nature; to make known to heathen people Jesus' way of thinking and living and working; to project civic ideals and to energize the public conscience in their attainment; to meet the immigrant at the port and to welcome him to a new world's work; to cement the affections of all sections of our common country and to make their loyalty instinct with nationality—these are some of the practical activities to which the religious sentiment of the South is being more and more largely put.

In seeking to make the school a center of community life, the point of radiation of progressive ideas and influences, we are only reverting to the oft-repeated wishes of Thomas Jefferson. He wished to divide the county into wards, after the order of the New England township. "As Cato then concluded every speech with the words, '*Carthago delenda est*,' so do I every opinion with the injunction: 'Divide the counties into wards!'" Does not the school offer the readiest means of organizing community life? The local league may thus become to the South what the township is to New England and what the People's Assembly is to the canton of Glarus in Switzerland, an organ of democracy in its most vital form.

ADVANTAGES OF SCHOOL LEAGUES.

Many are the advantages of community effort:

(1) Local School Improvement Leagues will become recruiting stations. They will discover men and women of initiative and directive power that might otherwise escape notice. They

will set free the energy in the mass of our people as well as in the advantaged man. All the people, if united in a noble purpose, can accomplish far more than the most transcendent genius, even Napoleon himself, if he attempts it single-handed. The spirit of this whole educational movement condenses itself into the one word, Co-operation.

(2) The people on the spot know better the needs of the neighborhood than leaders at a distance. Understanding the temper of their people, citizens locally can best supply them. There are many Souths. Conditions in Virginia are far different from those in Mississippi. If States differ, communities vary. Any workable programme of education in the South must be so elastic and inclusive as to adapt itself readily to the differing needs of each individual neighborhood, whether advanced or backward, whether rural or urban, whether dominantly white or black.

(3) Through the local school leagues you enlist the constructive interest of all the citizens. The distinctive thing about the present educational revival is the part played by the citizens, as distinguished from the teachers and officials. This appears upon every hand, especially in such a gathering as this. It was the keynote in Virginia's May Campaign of 1905, which did so much to stir the depths of society in behalf of the school. What we aim at primarily is not to construct a new curriculum for the college, not to devise a completer course of studies in the school, but to arouse all the people of the South to realize that the school is the prime factor in progress; that popular government without universal education is a farce; that economic and social efficiency depend upon the training of the children; that the South's prestige in national councils can be regained, not by partisan politics, not by sectional prejudices, but only by an enlightened and aggressive public opinion, which embraces within its view all the interests of our common country. Our first aim, therefore, is the citizen rather than the pupil. It is necessary to reach the community, and that is best done through the school. In seeking to energize democracy in the South, the school is merely a means to an end. To stir the interest of citizens, to

enlist their resources, to vitalize every neighborhood, is the object of the local school league.

(4) The local school league gives vitality to the community's will. What the brain is to the body, that organization is to diffuse social energy. Suggestive is the title of a recent book, "Why the Mind has a Body." Too long in the South the neighborhood has lacked a nucleating center for social progress, which the school is admirably adapted to supply. It is with pleasure that I emphasize the advantage of community effort in the State of North Carolina, which, unlike many other States in the South, is to-day really developing hamlet industries. Instead of congregating its factories in a few cities, it is planting mills at the falls of every stream and raising up factories adjacent to the fields.

(5) The whole problem of the South is found in miniature in the neighborhood, as the sky globes itself in a drop of dew. The reclamation of exhausted soils, the improvement of roads, the development of industries, the betterment of the home, the growth of public libraries, the breaking down of barriers in the interest of real democracy, the necessity for unity of action upon the part of all the people in behalf of social progress, the frank discussion of every public issue—all these aspects of Southern life head up in the local league, which, through the school, tries to give efficiency to the community's will in the interest of progress. Thus the scope of the school is far wider than what we ordinarily mean by the term education. The school is to be the agency through which the economic, social, intellectual, political, racial, and religious conditions in the neighborhood are to be transformed according to the spirit of order, progress, and national well-being.

That it is comparatively easy to organize and maintain such local leagues, workers in many States can testify. For instance, in Virginia there are among the white people about three hundred school leagues. The Richmond one has nearly a thousand members. The league at Newport News publishes its annual proceedings, as do many others. A parallel series of leagues is now being called forth among the colored people, and this effort at self-help upon their part deserves to be encouraged in

every way; for it promises large results in self-sacrifice, public spirit, self-reliance, and initiative. Among the white people, women have been exceedingly active and successful in organizing and energizing local leagues. What is more natural and necessary than that the mothers should take a keen interest in beautifying the school, in sympathizing with the teacher, in securing a library, in quickening the attendance of all the children in the neighborhood upon the school, in urging local taxation in behalf of a longer term and better instruction, in upholding the superintendent, and in molding public sentiment in the interest of education?

These school leagues have been the mainspring of power in the educational revival in Virginia. I am confident that such a league can be planted in every community; that these can be compacted into a State-wide citizens' organization with its central executive committee, forming a clearing house of educational ideas and enthusiasm, and with its annual convention, in which all the local leagues shall find representation and receive inspiration. If we can bend the energies of this widespread movement to the task of organizing the neighborhood into such a league, we shall impart an impulse to Southern life of incalculable value; for every community so organized is capable of achieving noble civic purposes impossible otherwise. Such a course throbs with the spirit of democracy, as it makes an appeal to all the people in the most vital way. It touches true self-interest and begets self-service; it roots itself in the locality, according to the genius of democracy; it addresses itself to the will and conscience of the community and thus fulfills in itself an educative purpose. These school improvement leagues put back of the State's official machinery all the affection and constructive energy of the people.

THE ETHICS OF DEMOCRACY.

In undertaking seriously the task of the neighborhood, we shall come to understand the true ethics of democracy—civil rights, the supremacy of reason, and the sense of brotherhood.

(1) Political rights. Democracy at first appeared as a protest against the tyranny of kings. Hence the emphasis fell in the

beginning upon civil rights and political power for the people. Liberty flashed forth upon the world's view as an avenging angel against monarchs. In William the Silent it struck off from Holland the fetters of King Philip, and the Dutch Republic ensued. In Cromwell it beheaded King Charles and the Commonwealth came into being. In Washington it beat back from the colonies the aggressions of King George, and the American Republic began its benign career. In Robespierre it guillotined King Louis, and the French Republic started upon its world-crusade. In the eighteenth century, democracy seemed to concern itself only with the State. In the nineteenth, its influence began to work like leaven in society. In the twentieth, it is destined to embody a new ideal of humanity. The Renaissance was the democratizing of learning. The Reformation was the democratizing of religion. The French Revolution was the democratizing of the State. The twentieth century is to witness the democratizing of society as regards property, education, and privilege.

(2) The supremacy of reason. Democracy means government by discussion. The sovereignty of the people contemplates the supremacy of reason. Politics is the servant of public opinion. Every question is to be settled, not by fiat of a despot, but by combining the judgments of a majority. Hence, democracy is primarily educative. It challenges the intellect, it quickens the conscience, it energizes the will. From this it follows that the universal enlightenment of its citizens is the first duty of democracy. This obligation even transcends duty. It is a necessity. The right to develop the capacity of every child cannot be called in question, and the duty to do so is the primal instinct of democracy.

In a democracy a few hold office, but all may have influence. Often men without office are more potent through influence exerted upon public opinion than those who enjoy office. To the youth of America there is wonderful incitement to higher effort as a result of this universal invitation to power. In a monarchy rule is invested in a single king; in an aristocracy, authority is lodged in an oligarchy of nobles; but in a democracy every man has the right to rule, through the ballot, through office, and

through influence upon public opinion. The chief asset of the citizen is, however, neither the ballot nor office, but influence. At the polls all men are of the same height and each counts only one. Office often fetters, but to influence no limit can be put. Sometimes office is the result of manipulation. But creative influence is the issuance of one's own inner worth. A man of influence can usually have office if he wishes it. It is not always true that a man in office has creative influence, though office, like marriage, is honorable in all. Democracy, then, appeals to the initiative of every citizen and bestows prizes upon all merit. It means a chance for every man and power in proportion to personality. Under democracy, greatness is neither exclusive nor precarious. Every man counts according to his civic ability.

It is a fortunate circumstance that we have been governed, not by priests nor by soldiers, but by lawyers, men steeped in the spirit of justice. Our fathers thought, however, that they were establishing a government not of men, but of laws. The fact is, we are governed not by law, but by respect for law. Whatever impairs this sensitive respect for law, strikes at the heart of all our institutions. It is from this standpoint that we see the enormity of the crime of lynching, which stabs fatally the majesty of the law. Lynching is the greatest menace to State integrity in the South to-day.

(3) A sense of brotherhood. Democracy implies more than liberty, more than equality. It involves a sense of brotherhood. Kingship is competitive. Democracy is co-operative. It is the mutualization of government. The initial impulse of democracy is, "I am my brother's keeper." Monarchy is paternalism. Democracy is fraternalism. It has faith in the average man. "God has shown me that I should call no man common." In democracy there are three elements—right, reason and sympathy, but the greatest of these is sympathy.

THE SOUTH'S THREE LINES OF ADVANCE IN EDUCATION.

It is, therefore, in keeping with the ethics of democracy that the South is advancing in education along three different lines. First, in the education of the neglected white child. The "poor

whites" are an unexploited asset of the South. Under the old order these people had no place. They were ground between the upper and nether mill-stone, between aristocracy and slavery. Yet these hardy people lacked neither capacity nor courage. They have lacked inspiration and opportunity. The public school is the door to a new day for them, skulking in the recesses of the mountain, or swept together in the tenement houses about the newly built cotton mill. Infinite is the potency of this numerous class of our citizenship, if we fit them for industrial and political efficiency.

Secondly, the South is advancing in the democratizing of the ideals of our colleges. The classical colleges of the South from 1820 to 1860 did noble service, and I cherish the memory of the self-sacrificing men who taught the youth in them. Yet it is plain, now, that socially and politically they failed in leadership. Fearless discussion of the then prevailing conditions in this section, the freest recital of the large and liberal movements taking place elsewhere in the great world, the closest analysis of the economic factors involved in slavery, and, in a word, the interpretation of the facts at one's front door, would have been of priceless value to our fathers at the crisis of national destiny, if the colleges here had been ready to give such help. Classicism acted as a potion to soothe, to divert attention from conditions too stern for men willingly to gaze upon them. The social sciences could have been as a searchlight turned upon the overhung path before them. In the light of this tragic experience, it is plain that, while our colleges will still cherish the classics, they should become more and more scientific and sociological. It is gratifying to note that our institutions are rapidly adjusting their courses to these pressing needs of our people.

Thirdly, the South is advancing in the training of negroes. Slavery was a school. In it the negro learned the lessons of obedience, industry, and withal the habit of civilization. It failed adequately to discipline the will and inform the conscience, the two essentials for citizenship in a democracy, where self-control and moral initiative are demanded. The races are now segregated, and are seeking to advance separately along parallel lines. Hence the school is the main agency for training the

negro in thrift, in the care of the home, in respect for law, and in moral initiative.

All of these three educational advances, proceeding as they do simultaneously, constitute in the South one of the finest experiments in progress and humanity that the world has ever seen. The difficulties are great, but the encouragements are many. An instinctive sense of duty urges us on, while the glowing ideal of democracy beckons us forward. In this progressive effort, the purpose of the Southern people is fixed. In their achievements they have the sympathy of all patriotic men, and they are nerved to their task both by their knowledge of the substantial benefits which will accrue to their children's children, and by their sense of responsibility in giving to the forces resident in our democracy their highest efficiency in economic development, social order, racial adjustment, and national power.

Announcement having been made of the absence of the Secretary of the Conference, it was voted that Prof. Joseph S. Stewart, of Athens, Georgia, be chosen temporary secretary.

On motion it was voted that a committee be appointed to draft resolutions commemorative of the life and public services of Dr. Charles D. McIver. The Chairman appointed Messrs. J. E. Russell, Edwin A. Alderman, Frederick W. Moore and H. C. Gunnels.

The Chairman then introduced Mr. Edgar Gardner Murphy, Secretary of the Southern Education Board, who presented a historical sketch of the work of the Board. Mr. Murphy expressed regrets at being unable to read his paper and asked that Dr. Edwin A. Alderman might do this in his place. Dr. Alderman assented, preceding the paper with a few remarks concerning the sketch and the general subject of the discussion.

THE SOUTHERN EDUCATION BOARD.

BY EDGAR GARDNER MURPHY, MONTGOMERY, ALABAMA.

It was in this State of North Carolina, at Winston-Salem, just six years ago, that the Southern Education Board was called into existence.

For three years the Conference for Education in the South had held its annual sessions in West Virginia, at Capon Springs. It had been a small informal company; but its seriousness and its intelligence made its faith persistent. Because it was serious, its talk, by an instinctive necessity, had to do with work; and because it was intelligent, its work sought the form and the force of executive organization.

When, therefore, at Winston-Salem this body—this informal Conference for Education—resolved that an executive board should be brought into existence, it obeyed no artificial passion for “getting up things.” Its action was from out of the inner necessities of the case. It was inevitable—a growth by the logic of nature and out of the very soil of the situation.

The earlier Conferences at Capon Springs were called Conferences for “Christian” Education in the South. A number of those who attended were largely interested in institutions under denominational auspices. A number of them were especially interested in the education of the negro. These characteristics of certain forces in the Conference were matters of fact; they were not expressions of policy. That is to say, there was no exclusion of secular education, or of white education; both were consciously in mind. And yet, at the first, the interests of denominational education, and the problems of negro education are prominently in evidence. They are thus in evidence, however, only in the sense that they are natural pre-occupations rather than hard and inflexible prepossessions.

There were, moreover, other factors in the Conference, factors in which the interests of white education and of “secular” education were uppermost, uppermost in this case too—not as hard and inflexible prepossessions but as natural pre-occupations. These contrasted elements of interest came into contact—the

workers in negro education with the workers in white education—the workers in the schools of the Church with the workers in the schools of the State; into a contact which brought understanding, and into an understanding which brought respect. Visions broadened. Horizons were enlarged. Changes followed, not through exclusion, but through comprehension. Though there has always been frank and sympathetic discussion of the various phases of negro education, yet the very first resolution of the second Conference declares that “the education of the white race in the South is “the pressing and imperative need.” We note, moreover, that in the *title* of the Conference, the word “Christian” is omitted. The change is made with no desire, however, to ignore the interests of religious education, but with the purpose of including with an added emphasis, the interests of the common schools of our rural population.

While these changes lie upon the surface, they leave undisturbed the moral unity beneath. The various forces within the Conference drew nearer together. Each group of men and women seemed to need the other, and seemed to know that need. This knowledge of their mutual need found expression. Expression brought response, and response issued in co-operation. The Conference became of one mind, its field one field, its work one work, its cause one cause—the *South*—the over-burdened province of the one country—the South, and all her millions of the untrained.

I have been speaking of the earlier Conferences; those at Capon Springs. The first gathering was due to the suggestion from Dr. Edward Abbott, of Cambridge, Mass., that those interested in educational causes at the South, should get together and discuss the situation as a whole. Bishop Thomas U. Dudley, of Kentucky, of the Episcopal Church, one of the most brilliant of the alumni of the University of Virginia, was the President. The President of the second Conference was Dr. J. L. M. Curry, Agent of the Peabody and Slater Boards, and—in all that concerned the interests of popular education—easily the most commanding publicist of the South. The third of the Capon Springs Conferences met on the 27th day of June, 1900, under the Presidency of Mr. Robert C. Ogden, of New York.

Mr. Ogden, at the unanimous request, and by the undivided and indivisible compulsion, of Southern and Northern members has continued in service until this day, as the presiding officer. "May he long be the last!"

At the outbreak of our Civil War, Mr. Ogden was upon the soil of a Southern State and within the Southern lines. There is a vague rumor—I seem to have heard it somewhere—that he escaped. To many of us, however, it has seemed but a doubtful tale. It may be that in outward fashion he did return to a home and to a business within the North; but there is a soul within that large and responsive heart which did not return, which could not escape—which has remained with us, a citizen of our adventure, and within the captivity of our hopes, our visions, and our affections. There is that within him which has not left, and cannot leave the South.

Among the men who in this Capon Springs period of our history, also gave interest and significance to these meetings. I find—in addition to Dr. Curry and Mr. Ogden—such names as Dr. A. H. Tuttle and Dr. Charles W. Kent, professors in the University of Virginia; Dr. Julius H. Dreher, President of Roanoke College; and from Washington and Lee University at Lexington, Va., Dr. J. A. Quarles, and its honored President, the late William L. Wilson, of West Virginia. Among the members from the North—Albert Shaw, William H. Baldwin, Jr., William J. Schieffelin, R. Fulton Cutting, Charles E. Bigelow, and Everett P. Wheeler, of New York; Dr. A. D. Mayo and Gen. Guy V. Henry, of Washington, and Dr. James McAlister, Principal of Drexel Institute, Philadelphia. The continued life of the Conference was made possible largely through the self-effacing devotion and the wise executive care of Dr. Hollis Burke Frissell, Principal of Hampton Institute.

The Conference for three years had met annually at Capon Springs under invitation from Captain W. H. Sale, of the Capon Springs hotel. Captain Sale had generously acted as the host of the assembly. His death in the year 1900 brought to immediate issue the question, "Shall the Conference go on?"

Mr. Ogden had been elected President. "Shall the Conference go on?" His answer to the question was characteristic

of the vigorous sagacity with which he has met so many of the problems of his experience; the fulfillment of that answer, and the vindication of its wisdom, lie not only in the collective achievement of all the later Conferences for Education in the South, but in those larger enterprises of an "unofficial statesmanship" which, to the lasting and astonishing advancement of popular education in our day, have directly or indirectly issued from it.

Mr. Ogden having said that the Conference should meet, it met. There was nothing else for it to do. We, who for certain tender and gracious years, have also been "under the command," know also how difficult is disobedience. We can appreciate the modest alacrity with which this Conference—if irreverence may be pardoned—shuffled back from the edge of the abyss of non-existence, and laying a hand upon the collective heart, promised to be good.

To speak seriously, however, the Conference did not wish to die. It had held life among its settled anticipations. It was ready to go on; and when it heard from itself through the expressions of Charles B. Aycock, Charles W. Dabney, Lyman Abbott, George S. Dickerman, and by no means least, Charles D. McIver, it had already gone on—its existence had not only been fixed by formal resolution, but self-projected into the popular constructive forces of our country's intelligence and efficiency. The cause seemed to be too great to be wholly left to the inspirational force of an annual meeting. There seemed to be a clear need for an executive body, a body which might give continuous and more general influence to the purposes and policies which the Conference had come to represent. It was at Winston-Salem, N. C., therefore, April 20, 1901, that the following resolutions, accompanied by their preamble, were unanimously adopted:

"The Conference for Education in the South, on the occasion of its fourth annual meeting, reaffirms its conviction that the overshadowing and supreme public need of our time, as we pass the threshold of a new century, is the education of the children of all the people.

"We declare such education to be the foremost task of our statesmanship, and the most worthy object of philanthropy. With the

expansion of our population and the growth of industry and economic resources, we recognize in a fitting and universal education and training for the home, for the farm and the workshop, and for the exercise of the duties of citizenship, the only salvation for our American standards of family and social life, and the only hope for the perpetuity of our institutions, founded by our forefathers on the four corner-stones of intelligence, virtue, economic efficiency and capacity for political self-control.

"We recognize the value of efforts hitherto made to solve our educational problems, both as respects the methods to be used, and also as regards the sheer quantity of work to be done. But we also find in the facts as presented at the sessions of this Conference the imperative need of renewed efforts on a larger scale; and we find in the improved financial outlook of the country and in the advancing state of public opinion better hopes than ever before of a larger response to this greater need.

"As the first great need of our people is adequate elementary instruction, and as this instruction must come to children so largely through mothers and women teachers in their homes and primary schools, we desire to emphasize our belief in the wisdom of making the most liberal investments possible in the education of girls and women.

"Whereas, therefore, the conditions existing in the Southern States seem now fully ripe for the larger development as well as further improvement of the schools; and,

"Whereas, this Conference desires to associate itself actively with the work of organizing better school systems and extending their advantages to all the people,

"*Resolved*, That this Conference proceed to organize by the appointment of an Executive Board of seven, who shall be fully authorized and empowered to conduct:

"1. A campaign of education for free schools for all the people, by supplying literature to the newspaper and periodical press, by participation in educational meetings and by general correspondence; and,

"2. To conduct a Bureau of Information and Advice on Legislation and School Organization.

"For these purposes this Board is authorized to raise funds and disburse them, to employ a secretary or agent, and to do whatever may be necessary to carry out effectively these measures and others that may from time to time be found feasible and desirable."

The appointment of this executive body was assigned as a personal duty to the presiding officer, Mr. Ogden, and by spe-

cial resolution he was designated as the eighth member of the Board. After several months of careful consideration he called together the following gentlemen: Dr. J. L. M. Curry, Dr. Edwin A. Alderman, Dr. Charles D. McIver, Dr. Charles W. Dabney, Dr. Wallace Buttrick, Dr. H. B. Frissell, and Mr. George Foster Peabody. These gentlemen, five from the South and three from the North, met for organization in the city of New York on November 3, 1901, and there added to their number Dr. Albert Shaw, Mr. Walter H. Page, Mr. William H. Baldwin, Jr., and Mr. H. H. Hanna. The Treasurer of the Board was Mr. Peabody; the Secretary, until 1904, was Dr. McIver. Mr. Edgar Gardner Murphy, of Alabama, was appointed by Mr. Ogden as Executive Secretary, associated with the President, was later elected to membership, and in 1904, when Dr. McIver became Chairman of the Campaign Committee, Mr. Murphy was elected Secretary of the Board. In 1905 came the election of Chancellor W. B. Hill, of Georgia, and Mr. Frank R. Chambers, of New York, and in 1906 the election of Dr. David F. Houston, President of the University of Texas, and of Dr. George S. Dickerman, of New Haven, Conn., Dr. Dickerman being also chosen as Associate Secretary. In December of the same year there were elected to membership Dr. S. C. Mitchell, of Richmond, Va.; Mr. Henry E. Fries, of North Carolina; Mr. Sydney J. Bowie, of Alabama, and Prof. P. P. Claxton, of Tennessee. Twenty-one men have thus shared this fellowship and have sat with us in counsel. Four are no longer with us—Curry, Baldwin, Hill, McIver—but, as you may well believe, these are not unremembered, nor unhonored, nor unloved.

Counting these as still within our number, let us ask—*what then is the Southern Education Board?* It is, first of all, these men whom I have named. It is an organization, but the organization itself is chiefly a composite of personal forces. It has no charter from State or nation, no constitution, no by-laws. It has a Treasurer to whom it owes more than has ever been paid in, a Secretary who is often ill and sometimes out of town, a President who presides over it and over whom it sometimes has the assumacy to preside; and yet things get done, and the total, as we stand apart and look at it, is a result which in its broad

momentum and in the varied fertility of its achievement might not have been so spontaneous and so happy if there had been more machinery and less freedom.

I do not assume however, that I speak with cold and impartial discrimination. I could not be impartial if I would, and I would not if I could. We have believed in this work, and we have believed in one another; and I know of no method of contemporary metempsychosis by which we are to get out of ourselves and out of the pride, the faith and the affections which have possessed us, in order that we may win the cold vision and the mathematical perspective of the millennial antiquarian. We shall *have* to leave it to him then; but we will not leave it to him now. I answer to the impeachment so subtly and unconsciously conveyed in the reply of Uncle Rastus, who went to hear the Governor speak—not your Governor, nor Alabama's Governor, but just *a* Governor somewhere in the South. The Governor was running for re-election, and he had spoken—just a little, we may be sure—about his record. “Well, Rastus, did you hear the Governor's speech?” “Yes'r, I sho'ly did, boss.” “Well, what did you think of it, Rastus?” “De Guven'r he suttin'y did make a *gret* speech—he recommen' hisself mighty high.”

I am sure, however, that in this company I shall not be misunderstood. We may speak of this Board, of the personalities which have made it, and of the policies which inspire it, not in any interest of self-gratulation, but as a means of exposition. We well know the measure of our inadequacy; and we clearly understand the fullness and the literalness of our dependence upon the active educational forces of the South and North. In all the history of voluntary propagandas there has never been more generous co-operation.

Still, however, are there large margins of the unaccomplished. There is before us still, much work and hard work. To do it as well as possible we must be understood as clearly as possible. If I venture then to speak of personalities before I speak of policies, it is because policies are best understood, and can only be adequately measured in relation to the men who express them and attempt them. I not infrequently find that all of the Southern factors in this Board's life are not generally known

at the North, that all of the Northern factors in its life are not generally known at the South, and that both are even less well known among the vast and ascendant population of the West. It has never been a Board of "dummy directors" or of acquiescent and absentee "well-wishers"; it has been a complex of living forces, vital with the common contribution of each man's thought and purpose. Beginning with the more recently elected of its membership, let me put down these names, and then briefly and sympathetically, but in no tone of idle compliment, let me write after each one of them a few sentences of descriptive comment.

SYDNEY J. BOWIE, of Alabama, for three terms member of Congress from the Fourth Alabama District; born July, 1865, at Talladega, Ala.; a relative by marriage and a devoted friend by long personal association of Dr. J. L. M. Curry; was for six years a member of the Democratic Executive Committee of Alabama, and through the five years last past has been one of the most consistent and aggressive forces for public education in the political life of his State.

P. P. CLAXTON, of Tennessee, Professor of Education in the University of Tennessee, at Knoxville, and Superintendent of the "Summer School of the South" from its origin, was born September, 1862, in Bedford county, Tennessee. A trained teacher and an expert in the training of teachers, Professor Claxton, as an educational journalist, as executive head of the Summer Schools at Knoxville, and as a speaker at similar institutions elsewhere, has touched the life of tens of thousands of the members of the profession throughout the South. A scholar in pedagogy, having the advantages of the best German and American universities, he has also been peculiarly successful in the conduct of the Tennessee campaign for better school legislation and larger school appropriations. As his working day is a day of from sixteen to twenty-eight hours, the rest of us, who are made indolent by contrast, always speak of him with frank resentment.

HENRY E. FRIES, of North Carolina, born September, 1857, at Salem, N. C. Interested in manufacturing and electrical developments; 1885-1886, member of the County Board of Education till elected to represent his county in the General Assembly of 1887; for ten years thereafter a member of the Board of Trustees of the State Agricultural and Mechanical College at Raleigh, N. C. Not a professional educator and not in active politics, Mr. Fries has been, nevertheless, a wise, conserva-

tive and helpful force in the best development of the schools and of the State. Identified with large interests and active in the affairs of industry and trade, he has represented among us—through his unaffected interest in wholesome public causes—that type of the business man in public life which has heretofore been somewhat more familiar in the North than in the South. May their number grow!

S. C. MITCHELL, Professor of History in Richmond College, Richmond, Va.; born in Coffeetown, Miss., December, 1864. Dr. Mitchell's work in helping the city of Richmond to bring a larger organized support to the cause of popular education, his later service in relation to the effort for the creation of the University of Richmond, an organization unifying and correlating the various educational institutions of the city; his clearness of thought and courage of statement in reference to the vexed and difficult issues of our public life, and, above all, his work at the head of the Co-operative Education Association of Virginia, the strongest State organization now supporting our activities at the South—all give fitness and occasion to his membership in this Board.

DAVID F. HOUSTON, President of the University of Texas, Austin, Tex.; born at Monroe, N. C., February, 1866. Beginning his work as a teacher in South Carolina College, Dr. Houston became, from 1888 to 1891, the superintendent of the city schools of Spartanburg, S. C. After an additional course at Harvard as a graduate student in political economy, he became successively adjunct professor, associate professor, and then professor of political science at the University of Texas from 1894 to 1902, being dean of the faculty from 1899 to 1902. In July, 1902, he became President of the Agricultural and Mechanical College of Texas, but returned to the University of Texas as president of that institution in 1905. Born within the older South, but vigorously and successfully at work within the newer conditions of the Southwest, President Houston is peculiarly qualified by experience as well as by thorough equipment for wise leadership in relation to our present industrial and educational issues.

GEORGE SHERWOOD DICKERMAN, born at Mt. Carmel, Conn., June, 1843, receiving his academic education at Yale University. After holding a number of pastorates in Congregational Churches, Dr. Dickerman became field superintendent of the American Missionary Association October 1, 1893, to October 1, 1895; field agent of the Conference for Education in the South 1899 to 1901; general field agent of the Southern Education Board from its organization to the present time, and associate secretary since January 24, 1906, and has been since May 3, 1907, general field agent of the John F. Slater Fund. He

has made many valuable contributions to the statistical literature which has entered so vitally into the "educational campaign" conducted by this Board. Note his articles in "Educational," in the "Southern Workman," and the important chapter (XVIII) on the "Illiteracy of the Voting Population of the United States" in the Report of the U. S. Commissioner of Education for 1902. Dr. Dickerman has also been editor of the proceedings of the eighth, ninth and tenth Conferences for Education in the South. Although a man of Northern birth and training, his long familiarity with the field of Southern education, both on the side of its institutions and its personnel, has given him a knowledge which is eminently sympathetic, practical and helpful.

WALTER BARNARD HILL, born at Talbotton, Ga., September 9, 1851; died at Athens, Ga., December 28, 1905. Dr. Hill was by profession a lawyer, practicing law at Macon, Ga., from 1871-99; was the compiler of the Code of Georgia 1873, 1882; was president of the Georgia Bar Association in 1888, and as a member of the American Bar Association, was chairman of the Committee on Judicial Administration. While still a young man Dr. Hill became one of the founders of the Law School of Mercer University, and was one of the instructors in this school for a number of years. He was also for a short period one of the Board of Trustees of Vanderbilt University. He became chancellor (executive head) of the University of Georgia in 1899, soon rising to a position of national influence, both as an educator and as a publicist. He was a rare administrator, deeply and wisely solicitous as to the future of the institution with which he was identified, but he conceived the responsibilities of his leadership in broad and inclusive terms. He was the chairman of the State Educational Committee, which waged so successful a campaign for the cause of local taxation for the common schools of Georgia; he was one of the leaders in the movement for State Prohibition, and was the author of the Georgia Local Option Bill. In the struggle for all the issues of freedom and humanity, whether in the region of academic thought or in the region of educational or political administration, his influence was ever a righteous and explicit force. Having the scholar's temper, endowed with great clarity of vision and serenity of spirit, possessing a marked literary faculty, his gift to his countrymen, in their seasons of perplexity, was *light* rather than heat—the counsel of a pure heart informed by a just and disinterested mind. He had these two powers of all real leadership—the courage which aids the winning of truth, a patience which aids the winning of the people.

FRANK R. CHAMBERS, born at Mobile, Ala., September, 1850. Unlike many of the Southerners who have made their homes in New York

City, Mr. and Mrs. Chambers have continued to maintain a deep personal interest in the great "home-questions" of the South. Although for many years at the head of the well-known firm of Rogers, Peet & Co., Mr. Chambers has not permitted his success in business to limit his wise and generous co-operation in reference to public affairs. As a member of this Board, as a member of the Board of Trustees of the Teachers' College of New York, and as the friend and counselor of many of the men and women who are actively at work within the South, his personality has represented a consistent influence in behalf of all the better things in Southern progress.

EDGAR GARDNER MURPHY, born near Fort Smith, Ark., August 1869; educated in private and public schools at San Antonio, Tex., and at the University of the South, Sewanee, Tenn. Mr. Murphy was for twelve years in the ministry of the Episcopal Church, at length retiring from the ministry in order that he might engage exclusively in civic and educational work from the somewhat less restricted position of the layman. He was the organizer and secretary of the Conference on the Race Problems and Conditions of the South at Montgomery, Ala., 1900; was the first chairman of the Alabama Child Labor Committee, 1901; later suggesting the organization of the National Child Labor Committee, and acting as first secretary (voluntary) of that committee until its permanent organization was effected. His general attitude on educational and industrial issues is expressed in the volume, "Problems of the Present South," recently published by the Macmillan Co., New York and London. The conditions of his work and of persistent ill-health have resulted in many temporary periods of absence from the South, but Mr. Murphy is a resident and voter of the State of Alabama, and his permanent address is P. O. Box 347, Montgomery. He is vice-president of the Board of Trustees of the Carnegie Library of Montgomery and a member of the Alabama Education Committee. He was for two years vice-president of the Conference for Education in the South, and was editor and part author of "Alabama's First Question," the text-book of the Alabama campaign for local taxation.

ALBERT SHAW, born at Shandon, Ohio, July, 1857; graduated at Iowa College, Grinnell, Iowa, in 1879, afterwards taking special courses in history and in political economy at Johns Hopkins University, Baltimore. Dr. Shaw was associated, editorially, with the Minneapolis Tribune from 1883-88, 1889-90, studying in Europe during the intervening year, 1888-89. In 1891 he established and has since conducted the American Review of Reviews. He is the author of a number of standard volumes upon social and political subjects, the

best known being his "Municipal Government in Great Britain" and "Municipal Government in Continental Europe" (published by the Macmillan Company, 1895.) See also Dr. Shaw's more recent volume, "The Political Problems of American Development" (1907). As a student and interpreter of public opinion, as well as a critic and historian of modern political institutions, he has done much to bring about a clearer and broader understanding of Southern men and Southern movements. He has been an active member, not only of this Board, but of the General Education Board as well.

WALTER H. PAGE, born at Cary, N. C., August, 1855; was educated at the Bingham School and at Randolph-Macon College, Virginia, and at Johns Hopkins University, Baltimore. From 1890-95, Mr. Page was the editor of the Forum, New York City, later (1895-99) becoming literary adviser to the well-known publishing house of Houghton, Mifflin & Co., Boston. From 1896 to 1899 he was also the editor of the Atlantic Monthly, then returning to New York and uniting with Mr. F. N. Doubleday and others in the publishing house of Doubleday, Page & Co. Mr. Page has been the editor of "The World's Work" since its establishment in November, 1900. As a member of both the Southern and the General Education Boards, as the author of "The Rebuilding of Old Commonwealths" and as a public lecturer and speaker he has continued to exercise a direct and virile influence in Southern affairs.

HUGH HENRY HANNA, born at LaFayette, Ind., September, 1848. Mr. Hanna, after his educational training in the United States and in Germany, began his business life in the bank of Mr. Joseph S. Hanna, his father, at LaFayette. In 1880 he removed to Indianapolis, where he became later the president of the Atlas Engine Works, and where he has since resided. Here, beginning with the call issued by the Indianapolis Board of Trade, November, 1896, for a monetary conference, he organized the Monetary Commission, developing plans for currency reform, which were partly included in legislation enacted by Congress in 1900. In recognition of his leadership in the movement for gold standard legislation, a gold medal has been awarded to Mr. Hanna by the New York Chamber of Commerce. He is a member of the General Education Board, as well as a member of the Southern Board. In 1903 Mr. Hanna was appointed by the President the chairman of the Commission on International Exchange, "which presented the subject of stabilizing in silver-using countries, the cost of gold bills of exchange to the most important nations of Europe."

WILLIAM H. BALDWIN, JR., born February 5, 1863, at Boston, Mass.; died at Locust Valley, N. Y., January 3, 1905. Mr. Baldwin re-

ceived his early education in the public schools of Boston and in the Roxbury Latin School, graduating at Harvard University in 1885. Early in his career Mr. Baldwin went West, and prior to June 1, 1888, became division freight agent of the Union Pacific Railway, with headquarters at Butte, Mont. Promotion soon followed, and from 1888-89 we find him at Omaha, Neb., as assistant general freight agent of the same railway, becoming later the manager of the Leavenworth division, with headquarters at that point. In 1889-90 he became general manager of the Montana Union Railway, returning to Omaha in 1890 as assistant vice-president of the Union Pacific. In 1891 he became general manager of the Flint and Pere Marquette Railway. In 1894 he was made third vice-president, and in 1895 second vice-president of the Southern Railway. From 1896 until the time of his death he was the president of the Long Island Railroad, with headquarters in New York City. Thus, through rapid promotions won in the school of a rigorous and varied experience, we find Mr. Baldwin, at the early age of thirty-three, in a position of large executive responsibility at the head of one of the important railway systems of the country.

His activities, however, were by no means absorbed in the demands of his business career. As chairman of the "Committee of Fifteen" and as one of the more active members of the City Club, he was closely identified with the movement for municipal reform in New York City. His deep interest in the broader human and economic questions of our time found an early and ever increasing appeal in the rapidly changing conditions of the South. He was a member of this Board and the first chairman of the General Education Board. The passion for service, for altruistic and constructive labor, brought him to the support of all those causes through which the South is attempting the development of her backward elements. He had a zeal and a love for helpfulness, and he desired to work, not against the South, but *with* the South. To that thought he would again and again return. He did not believe in a superimposed millennium. Not because he lacked pride in his New England birthright (he knew how much he owed to it), but because he so clearly saw that our Southern conditions present just now the supreme test of our modern democracy and of a sound Americanism; because the perils here are so great and the opportunities and the rewards are so abundant, he wished, within this, our creative period, to stand beside us. Thus appreciating the privilege of the Southerner, he would sometimes say, in his spontaneous earnestness, "What would I not give to be a Southern man?" So shall we account him! And those to whom he spoke and with whom he labored have gained, in every gain of such a countryman, a standpoint no narrower than his own—a vision of that larger land within which our service, unheld by the

boundaries of a bitter and divisive past, shall everywhere touch and clear the issues of our country's progress.

HOLLIS BURKE FRISSELL, born at Amenia, New York, July, 1851. He was graduated at Yale College in the class of 1874, and from the Union Theological Seminary, New York City, in 1879. Shortly after his graduation from the seminary, Dr. Frissell was ordained a clergyman in the Presbyterian Church, and became assistant pastor of the Madison Avenue Presbyterian church, New York, afterward going to Hampton Institute, Hampton, Va., as chaplain of that institution. Upon the death of General Armstrong, Hampton's founder, Dr. Frissell, in 1893, was made principal. Although directly engaged upon the problems of negro and Indian education, his work at Hampton has contributed to the discovery and application of modern educational methods in their broadest sense; and his interest in the educational advancement of every class and factor of our population has helped to give initiative and direction to the recent striking educational progress of Virginia and the South. Dr. Frissell is a member both of this Board and of the General Education Board.

WALLACE BUTTRICK, born at Potsdam, N. Y., October, 1853. Gaining his earlier education at the Ogdensburg Academy, at the Potsdam Normal School and through private study, Dr. Buttrick graduated from the Rochester Theological Seminary in 1883. He was the pastor of the First Baptist church, New Haven, Conn., from 1883-89, pastor of the First Baptist church of St. Paul, Minn., 1889-92, and of Immanuel church, Albany, from 1892 to 1902. Dr. Buttrick was one of the earliest members of the Southern Education Board, and has been the secretary and executive officer of the General Education Board since its organization, in April of 1902. He has been a constant adviser, since Dr. Curry's death, in the administration of the Peabody Board, and also the General Agent of the John F. Slater Fund. There are few educational institutions in the South in which he is not personally known, and the increasing responsibilities which have come to him are, in great degree, a natural and instinctive tribute to the clear perceptions, the broad sympathies and the executive skill with which his tasks have been discharged.

CHARLES W. DABNEY, born at Hampden-Sidney, Va., June, 1855, gaining his earlier education at Hampden-Sidney College and at the University of Virginia. In 1878-80 Dr. Dabney studied at Berlin and at Göttingen, and after his return to the United States he became professor of chemistry in the University of North Carolina, and later State chemist and Director of the North Carolina Agricultural Experi-

ment Station. He was one of a small band who started the campaign for better schools in North Carolina, and secured the establishment of the Industrial School at Raleigh, which has since become the North Carolina College of Agriculture and Mechanic Arts. He was the chief of the department of government and State exhibits at the New Orleans Exposition of 1884-5, later becoming president of the University of Tennessee (1887-1904), and from 1893 to 1897 the Assistant Secretary of Agriculture of the United States.

Dr. Dabney was the first to discover the phosphate deposits in Eastern North Carolina, as well as the deposits of tin ore in the western section of the State, and to make these known to science and commerce. It was while president of the University of Tennessee that Dr. Dabney's searching and far-reaching analysis of public school conditions at the South was delivered at the Winston-Salem session of this Conference, contributing directly to the quickening of those impulses which found their expression in the resolutions calling for the organization of this Board. As the superintendent of the Summer School of the South and as the director of our Bureau of Investigation and Publication, Dr. Dabney has been intimately associated with two of the most important activities of the organization; and while his acceptance of the presidency of the University of Cincinnati (1904) has not withdrawn his interest from the South, it has taken from the South one of the most aggressive and effective of our leaders in education.

EDWIN ANDERSON ALDERMAN, born at Wilmington, N. C., May, 1861, receiving his collegiate education at the University of North Carolina. Early in life Dr. Alderman decided, under the leadership and inspiration of Dr. Curry, to give himself to the work of public education. From 1884 to 1887 he was superintendent of the city schools of Goldsboro. In association with Charles D. McIver, he "campaignned" the State of North Carolina, bringing to audiences gathered at teachers' institutes that message of the meaning and the necessity for larger school facilities which has since become the "watchword" of our social progress. Those early campaigns represented in a fashion "a discovery of method," and they became the type and precedent of our many efforts from that day to this—efforts to reach an isolated but responsive population through the contagious enthusiasm of trusted personal leaders—a campaign of real men talking face to face with real people concerning the real things of their life and welfare. In 1889 Dr. Alderman became assistant State Superintendent of Education; in 1892 professor of English in the State Normal College; in 1893 professor of Education in the University of North Carolina; in 1896 president of that institution; in 1900 president

of the Tulane University of New Orleans, La., and in June, 1904, president of the University of Virginia. Though identified thus conspicuously with the institutions of "higher education," Dr. Alderman has never for a moment withdrawn from that battle in behalf of the common schools which enlisted in his earlier years the deepest forces of a singularly gifted personality. He is a member both of the Southern Education Board and of the General Education Board.

CHARLES DUNCAN McIVER, born in Moore county, N. C., September, 1860; died September 17, 1906. Dr. McIver graduated at the University of North Carolina in 1881. Enlisting in the teacher's work and assisting in organizing the public schools of Winston and Durham, he later (1889-92) became State Institute Conductor, holding institutes for the teachers of the public schools in practically every county of the State, and uniting with Dr. Alderman in the educational "campaign" to which I have just referred. Profoundly convinced of the necessity for larger educational opportunities for the women of the South, he conceived, founded and organized, after a long, but successful, struggle for the necessary legislative appropriations, the State Normal and Industrial College for Women, located at Greensboro, and became the first president of the institution.

Although it was in North Carolina, in this very county, that he was born, he served all men—the South, the nation, the world—for he labored through the unswerving love and the untiring service of a great and genuine consecration to advance those causes which chiefly contribute to the efficiency of labor, the stability of the home and the peace of States. He was a teacher and an educator, but in the future of his country he will be known as a publicist and statesman of even higher rank, a masterful commoner in that great debate by which communities are moved to attempt their nobler visions and to do their broader work. Here, however, we would especially think of him as our companion and our friend.

J. L. M. CURRY, born in Lincoln county, Ga., June, 1825; died at Asheville, N. C., February 12, 1903. At the early age of thirteen he removed to Alabama. He received his collegiate education from the University of Georgia and from the Harvard Law School, graduating from the latter in 1845.

Returning to Alabama, he soon entered public life, representing his county in the Alabama Legislature 1847-48, from 1853-54 and from 1855 to 1856. While he was born in Georgia and passed much of his life in Virginia, Alabama has thus claimed him as in one sense peculiarly her own; its people were his "constituency"; for he sought public office in no other State, and never entered political life except

as a representative of Alabama. From 1857 to 1861 he served Alabama as a member of the National Congress, and from 1861 to 1865 as a member of the Congress of the Confederate States. During the struggle of arms, he served upon the staff of General Joseph E. Johnston and of General Joseph Wheeler, becoming a lieutenant-colonel of cavalry. In the later period of the war he, like General Robert E. Lee, took up the work of the educator, becoming president of Howard College, then located at Marion, Ala. In 1868, however, he moved to Richmond, Va., and there became professor of English philosophy and constitutional law until 1881.

At the death of Dr. Sears, upon nomination of President Grant, seconded by Rutherford B. Hayes, he was made the agent of the Peabody Board. He so far justified this appointment that, although he served the United States at the court of Spain, under appointment of President Cleveland, from 1885-88, the trustees of the fund declined to elect a substitute, and before his return to the United States his position as agent of the Peabody Board was again tendered him. He became also, in 1890, the agent of the Slater Board, and these two trusts he continued to administer until his death. But important as was his work of administration, it was as nothing in comparison with that service of constructive evangelism by which he won the public mind of the South, cursed with its racial divisions and distracted by the heritage of war, to his faith in the policies of popular education at the public cost. So far as such a declaration can be made of any one individual, he was the father of the educational rejuvenation of the South—the author, master and apostle of its theory, the creator of its democratic basis, the inspiration of its leadership. He would not, could not, leave its policies within the pale limbo of academic recommendations. He brought them before legislatures; he annexed them to our fundamental thinking; he made them plausible to our politicians, cogent and irresistible to our statesmanship; he converted the people, and the people, dreaming his dream after him, have justified his faith, and, yielding the homely, but constraining, answer of their sacrifices, have responded with their votes and their taxes.

It was not all done in a day, nor is it finished even in our time. But at the moment of our crisis, when we were tempted to build apart from the national fellowship, when we were tempted to build hopelessly and perhaps in bitterness; when we were tempted to build for the few, there came this man—strong with our strength, strong in our way, bearing our wounds, and yet gifted with the gifts which we revere—and said that we should build within the national perspective; should build not in bitterness or self-pity, but in hope, and—hardest of all, yet as holding, for a brave people, something of the secret of privilege and honor—that we should dare to build, not for the few, but for all.

We dwell still within the shadows of the imperfect, but that we see these shadows and are conscious of these imperfections is evidence that we dwell within a light of which this man, under God, was in our day the herald. I am glad that the State of Alabama has chosen him for commemoration at the nation's capitol; we would all gratefully remember his service as a member of the General Education Board and as the supervising director of this Board; but we may well forget these lesser things as we dwell in thankfulness upon the memory of what it meant for our people of the South and for this nation that at the one hour when such a man was our sorest need Dr. Curry came, brought his message and did his incomparable work.

GEORGE FOSTER PEABODY, born at Columbus, Ga., July, 1852, receiving his early education in that city. Engaging later in business in the city of New York, he entered the firm of Spencer, Trask & Co., bankers, and was prominently identified with large banking and fiduciary interests until his retirement from active business in 1906. Mr. Peabody has been vice-president and director of the Mexican Northern Ry. Co.; director in the Morton Trust Co., the General Electric Co., the American Beet Sugar Co., the Mexican National Construction Co.; treasurer of the National Committee of the Democratic party; director in the National Committee of the Young Men's Christian Association; trustee of Columbia College; trustee of Tuskegee Institute; trustee of the University of Georgia; member of the New York Chamber of Commerce; treasurer and trustee of Hampton Institute, and member and treasurer of the General Education Board, as well as vice-president and treasurer of the Southern Education Board.

Wide and varied as have been Mr. Peabody's business, political and educational interests, their partial enumeration can give but an inadequate impression of the many-sidedness of his service to the country as a whole, and particularly to the South. Indeed, if personal devotion to noble and fundamental causes be a test of patriotism, and if the language of affectionate cynicism may be pardoned, I think it may be said, both of Mr. Peabody and of Mr. Ogden, that they have left business and have retired into public life. We here can never forget that it was Mr. Peabody's faith in this work and his initial generosity in its behalf that made possible the founding of this Southern Education Board and the inauguration of its first two years of experimental work. Others gladly shared both his initiative and his generosity, but it should be more widely known, not for personal, but for public reasons, that it was the action of one who was Southern born, his "underwriting" or guaranteeing of the first \$40,000 of our expenditure, which made it possible to begin this work with dispatch, with

dignity and with driving power. But, even deeper and greater than obligations such as this, is that inward record of more personal indebtedness, wherein we daily transcribe the appreciation of wise counsels, brotherly fidelities and noble visions.

ROBERT C. OGDEN, born June, 1836, at Philadelphia, Penn., receiving his early education in that city, moving at a later date to Brooklyn, N. Y., then (subsequent to another interval of residence in Philadelphia) moving to New York City, where he now resides. Since January 1, 1885, Mr. Ogden has been a member of the firm of John Wanamaker, retiring from active business, however, in February, 1907, by reason of a serious illness, from which he has not yet wholly recovered. Not only as a director in Union Theological Seminary of New York, but as a writer and as a worker for many years in behalf of the Sunday-school, and in behalf of the "free pew" in the Christian Church, Mr. Ogden has long manifested his practical interest in the popular efficiency of our religious institutions. Since 1880 he has been president of the Board of Trustees of Hampton Institute; he is a member of the Board of Trustees of the Russell Sage Foundation and of the Jeanes Fund; he is a member and was the second chairman of the General Education Board; has been president of this Conference in all the years of its larger history, and was, under the instructions of the Conference, the organizer of the Southern Education Board. By action of the Board, he was unanimously elected, and has been successively re-elected, as its president.

It is familiarly and truly said that Mr. Ogden has done a unique and informing work in bringing North and South together, in helping to annul estrangements, and to create those mutual interests and appreciations which transfer the "unity" of the republic from the region of amiable "make-believe" to the category of constructive social forces. He has indeed helped the oneness of the country to have a practical meaning and a working power, but he has wrought as great a work within the South. Here we were divided, not by battle, but by distances; not by misunderstandings, but by isolation. The very intensity of our State loyalties made the educational leaders of Virginia largely unknown in Alabama and Louisiana, made the educational leaders of Texas and Mississippi largely unknown in Georgia and the Carolinas. It has been in large measure Mr. Ogden's privilege to modify these conditions. His tact and insight, his varied knowledge of men, together with an unselfish public interest of peculiar singleness and catholicity, have helped him to broaden our neighborhoods, to help the South to know the South, and to fuse and unify the freer and deeper forces of our leadership. And after bringing the men and the women of the South together, he has helped

them to gain a national hearing, a hearing through which they have been enabled to speak more frankly of their conditions, and to interpret with a more vivid cogency and with a larger influence the significance and the promise of our struggle. I have spoken at other points, and this Conference will speak in many ways, of our loss in his absence here to-day; for he, among Americans and among Southerners, has been among us as a living bond of our fellowship and of our achievement.

What then are the methods and policies of this Board? When I say that they are such as would come naturally from the men whom I have named I have already defined their essential spirit. In their details they have arisen, as did the Board itself, out of the facts of the situation and from the challenge of the things that demanded doing. If this Board spoke much at the first, concerning the data of illiteracy, it was because the task was unescapable. The gravity of our popular needs was not popularly understood. The facts were down in the books, but they were not known among the people. Someone had to tell the whole truth, had to tell it many times and by many methods. A large share in this work devolved upon the Bureau of Publication established by the Board at Knoxville, Tenn., under Dr. Charles W. Dabney, then President of the University of Tennessee, and Prof. P. P. Claxton, Superintendent of the Bureau. At first the broad recital of the facts brought resentment. But men soon came to recognize that the greater reproach is not illiteracy, but ignorance of it and indifference to it.

The illiterate masses of our white population are a pure and vigorous stock. They are not the decadent, but the unstarted. Their promise is illimitable. To tell of their needs was no pleasant enterprise. Even now, an occasional reactionary spirit is heard to declare that because he esteems and loves them, and because they are better than many of the literate population of other sections, the movement that reveals their ignorance and insists upon their education, is to be resisted. The answer of the South as a whole, is that—because she esteems and loves them—their children are entitled to the broadest opportunities and the best advantages which life may offer; that any movement which reveals their ignorance in order to bring them knowledge, which

would increase their knowledge not upon the ground of their incapacity, but upon the ground of their value to society; which asserts their right to the world's best, and the world's right to their best, is a movement to be commended and re-enforced.

That is, then, to-day the answer of the South; and how far this Board has helped the South to make that answer I am willing to leave to the judgment and the memories of the great body of our Southern teachers. That the facts are known; that there is some general appreciation of their compelling force; that they can be admitted frankly and discussed publicly—even by the candidate for public office—marks a distinct achievement of our average public opinion within the past ten years. This Board—I need hardly say—has been by no means the sole agency of so marked a change. But the change is here; and that we have labored for it, in season and out of season, lies broadly upon the pages of our history. We have believed that when the people of the South shall once really know their needs, shall see them clearly and face them squarely, they will meet them with a redemption in which all reproach shall be annulled; for peoples, like individuals, are judged in the great assize not in any degree by their difficulties, but rather by the manner of their dealings with them.

In conjunction with the South's attitude toward the masses of the untaught; there arose also the problem of the teacher. If the people are to be taught, the teacher must be trained. Upon meager salaries of from \$25.00 to \$40.00 a month, for but a brief session of from three months to five, the teacher of the average rural school had not been able so to live or so to equip herself as to gain for herself a better livelihood, and for her profession a larger share in the interest, respect and support of the community. The worth was in the teacher, but its appeal was not potent with the public mind. It was not seen nor understood. Popularly speaking, the truth of the case was undiscovered.

How was the public mind of the South to be informed? How were we to be made to see, with clear and understanding eyes, the figure of this worker upon our essential task—standing patiently at the center of our perplexities of Church and State—shaping the public mind of to-morrow, yet denied the public en-

thusiasm of to-day; giving the people knowledge yet dwelling among us as unknown; founder of our hopes, yet a prisoner of our indifference; a creator of our only wealth—the intelligence of our masses—yet the first to suffer by its loss and the last to inherit from its bounty.

At Knoxville, at the University of Tennessee, through the co-operation of the General Education Board and of a generous local public, the teachers of the South were gathered for six weeks of summer training. Two thousand were in attendance. They were gathered from all our States. They formed upon that noble hilltop, in that year and in succeeding years, a company which helped the mind of the Nation to *visualize* the significance of the teacher in the common schools of the South. In that change of environment, feeling the joy of comradeship, and under instructions and inspirations that came from new scenes and from one another, they were able to forget some things and to learn others. There had been summer schools before; there have been others since. The method has its limitations as well as its advantages. But all these schools—and that great inspiring conspicuous school especially—have done one thing which is, I think, of equal importance with all that they planned or taught: They have helped the people of the South to behold with an unforgettable distinctness the fact of the Southern teacher; and, with that fact, they have associated for all time, as one of the elementary assumptions of popular interest and public legislation, the cause of teacher-training. In the importance of that cause “the profession” had of course believed. No one even out of the profession had denied it. Few popular truths in a democracy are in a worse case than those which no one has denied. Henceforth, however, the cause is no longer a cause of “the profession.” The South has *seen* her teachers. That vague but irresistible intelligence which we call “the public” understands. The teachers of the South will be trained better and will be paid more. These States, for their credit and for their citizenship, have so resolved.

But it is a mistake to assume that in any solitary sense, the teacher “keeps school.” The school, if it be of any social

service, must be served by the social interest. It is not a detached contrivance for doing at the lowest possible cost, and with the least possible trouble, the task in which the home and the community take the smallest possible interest. Indeed it is the *community* which "keeps school," if school be really kept. We are somewhat past the day in which it was generally expected that a frail slip of a girl, trembling between the heights of Owen Meredith and the stern economies of Farmer Jones, and within a bleak little arena of oily blackboards and plank benches—must engage single-handed the raw and recalcitrant elements of a future civilization. We now expect the community to help.

The agents of the community are the women of the South. Beginning in North Carolina and Virginia, the "School Improvement" organizations of our respective States have begun to re-enforce the work of the rural teachers. It is upon its surface largely a work of visiting schools and improving the school houses. A little cleaning up, a few flowers in the yard, a little paint, a little whitewash, a little interior decoration, a little talk about the children, a little effort to know the parents, a great deal of womanly tact and human affection; it is indeed a work, a *real* work, even though it often follow after a long hot drive over poor roads behind an old horse who is wholly untouched by the universal zeal; and in whom the census reports concerning the illiteracy of our educable youth seem to have produced no appropriate emotions.

But the deeper meaning of it all is clear, it is the reaching forth for, and the assimilation of, the rural school—despite its isolation—by the purest, deepest forces of our social progress. The country schools are taken up into our common movement forward, and as they are rescued from their isolation they are being touched with a new significance and a new dignity. The women of the South would be the last to say that this work is not sadly, pitifully incomplete. But its beginnings are everywhere apparent, and in certain of our States it is a work which is well within the period of established policies. That this Southern Education Board has helped in these beginnings, and has contributed to this policy, both from its counsels and its re-

sources, has been among the happiest of its privileges.

But the school and all its factors, the teacher and the taught, are at last dependent upon two forces which alike determine both their existence and their efficiency; these are, our public revenues, and our public opinion. They are not synonymous. There may be inadequate revenues, informed by a wholesome public spirit and directed by just and intelligent conceptions of public policy. Or there may be abundant revenues, misdirected by undemocratic assumptions, and neutralized by popular misconceptions or by a perverted public sentiment. The schools have needed money. They have needed money, however, as no cold dead finality of their life, but as touched by clear thinking, just ideas and wise administration. If money be the one hand by which society shapes the development of the school, our public opinion is the other. These are indeed the two hands that are now touching and forming all our institutions of public education.

You know how from the first—and how insistently—this Board has worked in behalf of “more money for the public schools.” The need was all but desperate, the struggle has constituted the most aggressive and unyielding element in our whole program of agitation. It is a work which has been entrusted—like all the Southern work of our organization—to a body known as the Campaign Committee, a committee formed exclusively of the members of the Board resident or at work within the Southern States. Its Chairman is Dr. Edwin A. Alderman, President of the University of Virginia, and its additional members are Messrs. Frissell, Mitchell, Fries, Claxton, Bowie and Murphy. We have appealed to all our countrymen; but our chief appeal has been to the local communities of the South, to the people of the school district or the county or the State, pressing home the argument for local taxation and urging upon the people the wisdom and the necessity of giving more largely of their own means for their own schools. The leaders in this movement, within and without the Southern Education Board, have had in many cases to fight over the battle for the very theory of popular education at the public cost; have had to contend in other cases for the very right of the community to tax its

own property for its own schools. The constitutional limitations upon this right have in a number of our States been serious; and in some have been practically prohibitive. The schools have been chiefly cared for by the general funds of the general State treasury, a method which has not merely resulted in inadequate revenues, but has weakened the forces of local initiative.

But the right of local taxation once obtained, it has been necessary to win the people of the school district or the county to the exercise of this right. This undertaking has involved what has been called an "educational campaign." Public meetings are arranged from county to county or from district to district within the area to be canvassed by the debate; and, the literature of the subject having been distributed in advance, the people are addressed from the stump by public speakers whom they have learned to know and trust. This appeal, be it remembered both within the South and out of it, has seldom been made in vain; but the task of conveying it to the people, of assuming and conducting the arduous detail of it—especially through the long summer months when the Southern farmer has the leisure and the mood for public questions—is a burden involving sacrifices of which the woman of ease or the man of the office has seldom dreamed.

Such funds as the Board has had at its command, have largely gone into work like this. *This Board has given no money to educational institutions*; it has had none whatever to give. Its resources have gone rather into the task, have gone solely into the task, of enabling the leaders and teachers of our Southern communities to bring home to our people the meaning and privilege of self-dependence. No one has been paid to make speeches; but through the limited funds of this Board a literature has been created and circulated, the actual expenses of certain invited speakers have been defrayed, and the whole local movement of local interest and of collective responsibility has thus been quickened and re-inforced. About \$25,000 per year has been expended, directly or indirectly in this work. Such funds have come from no fixed endowment, but have represented the personal gifts of a small group of men, Southern as well as

Northern, who from year to year have responded to the appeal presented by a definite estimate of the work to be undertaken. The total is but a small sum, and yet I think it may be fairly said that it is a sum which has entered as one of the vital factors into that significant total of the \$14,000,000 of increased annual revenues which, within the past five years, have been voted for Public Education in our Southern States.

Yet the campaign for public revenues has also represented a campaign for public opinion—its information, persuasion and direction. The struggle for money has involved a struggle for ideas. A community may reverse a vote for larger school appropriations—though no community ever has—but the ideas which have once moved it to a policy of local sacrifice for the local welfare, it cannot reverse. These will abide, and will work their work, and will achieve their triumph.

It is *this* work of this Board, the informing of our public opinion and the education of our public sentiment, which in my own personal judgment has been its cardinal contribution to the recent history of the South. It has also helped to inform the North. It has performed for our Southern States a signal service in the cogency and the fullness with which it has been able to address itself to the national mind, correcting much of the misinformation and many of the misconceptions which have held sway against us, and establishing a clearer and juster conception of our conditions. But, after all, what we know about ourselves is of vastly more importance than what others may know or may not know about us; and what we think as to ourselves, our duties, interests and policies, is of infinitely more import to our development and our happiness, than what may be thought elsewhere. If the Southern Education Board has helped our people, it is chiefly because, in addressing itself to our public opinion it has helped the thought of the South in reference to the things of the South; it has helped the South to see itself: to look with clearer eyes at its own tasks; to view with an awakened but untroubled mind its own necessities, and to face confidently but not uncandidly, the waiting burdens of its stewardship.

Talk has not ended at the platform. As much has been done through personal conference as in public discussion. The serious personal forces of the South—many of whom but for this Board would have continued without personal contact with one another—have been drawn together. A fellowship of opinion, a sort of moral tradition has been established. It is a unity of feeling, a consensus of anticipations by which no man comes to bondage, but by which knowledge grows and ideals prevail. Within this fraternity of constructive wills this Board has tried to stand not as an organ of exclusion, but as becoming—or as desiring to become—the medium of confederacy, the organ and instrument by which the soul of the South may, everywhere, find and hear and know the soul of the South.

It is needless to say that this spiritual and prevailing company wears no formal livery. It is not made up of teachers alone. "Educators" are tolerated, but are not encouraged. Within the Southern Education Board the professional interest and the lay interest are merged in the common labor of the citizen. So also, within this broader company, the teacher is put into a working alliance with the community, with the journalist, the physician, the clergyman, the attorney, the man of affairs. For this business is the business of citizenship; it knows no estranging severance of occupations, it is of *all* the people, by *all* the people. It is democracy at the task of self-equipment.

There are other interests of this Board, but to-day there is not time to dwell upon them. Few of its activities have been of greater essential importance than its organization of local co-operative committees in certain of the cities and States of the South, committees which have aided powerfully in the development and the wise direction of popular enthusiasm. Its interest in the consolidation of schools, the building of school houses, the development of high-schools, the creation of rural libraries, the progress of agricultural education—these are but phases of an effort which has included the full round of those constructive measures through which the South is undertaking her broadest and largest task. There has been need for all that makes patience fruitful and labor enduring.

Adequate resources and a wise and aggressive public opinion—

these have been, as we have found, the two hands by which the whole body of our social forces is shaping the development of the schools. But there has been something else, the power of which we have also tried to serve and to increase; and yet it is a little hard to name it or define it. It is that which lies back of these hands and informs them; back of our giving and our thinking; as the light and genius of the central brain are found in the creative touch. I think we may call it love—a love for childhood and for the children which puts into these hands that unaffected reverence, that very soul of care, without which our money and our opinions must be profitless. It is this light, shining in the eyes and at the work within the revenues and the policies of the believing South—it is this light which alone is the education of the people.

Recess was taken.

TUESDAY EVENING, APRIL 9TH.

MR. GEORGE FOSTER PEABODY IN THE CHAIR.

The Conference was called to order at 8 o'clock. After announcements by the Secretary, the following telegrams were read:

PINEHURST, N. C., April 9, 1907.

Mr. Robert C. Ogden, New York:

The Conference for Education in the South sends affectionate greetings to its President, with sincere wishes for his speedy restoration.

Our meeting is a great success both in numbers and spirit. All regret your absence. Your spirit leads.

FRANCIS P. VENABLE,
GEORGE A. PLIMPTON,
GEORGE H. DENNY,
Committee.

NEW YORK, April 9, 1907.

Dr. Francis P. Venable, Chairman Committee, Pinehurst, N. C.:

Please convey my earnest thanks to the Conference for greetings and good wishes. I rejoice in prospect of great progressive work at the present meeting.

ROBERT C. OGDEN.

On motion of Dr. Poteat, of North Carolina, the Chairman appointed committees as follows:

Committee on Nominations: Messrs. J. Y. Joyner, J. W. Abercrombie and Bruce R. Payne.

Committee on Resolutions: Messrs. J. H. Kirkland, W. L. Poteat and H. N. Snyder.

The Chairman announced as the subject of discussion: Education by the State and for the State, and introduced as the first speaker, Dr. Harry Pratt Judson, President of Chicago University.

EDUCATION BY THE STATE AND FOR THE STATE.

BY PRESIDENT JUDSON.

It is highly important that there should be a large measure of agreement as to the legitimate purposes for which money taken from us all by taxation should be expended.

I would suggest a brief statement of what seems to me the main legitimate ends of a course of public instruction, in the order of their importance. I am aware that exception may easily be taken to the scheme. But there are reasons cogent with me for maintaining these purposes, in the order given, and for excluding other ends. Some of these reasons I will try to give.

First: The primary end that appears to me to justify education at public cost is this: *That the young may get the power and the inclination to earn an honest living by honest work.*

The first necessity of this life is life itself. True, there are things more important than life; still, the fundamental employment of every creature that comes into the world is to maintain existence. The task may be easy or difficult. Individuals may find it done for them, by the good fortune or providence of ancestors, and so may be able to devote their time to other pursuits. But the number in any leisure class is after all not large. The great bulk of men have to get their living by the sweat of their brow. Riches are the exception and at least comparative pov-

erty the rule. And so long as all one's powers are absorbed in the mere struggle for existence, there is little good in speaking of culture. The man who toils to the limit of exhaustion to keep bread in the mouths of his family cannot be expected to appreciate the delights of aesthetic taste. Lighten his toil, in other words, enable his work to be more effective, and you make room for higher things. But higher things presuppose that the lower are provided.

The great social questions of the present day are economic. The great social disease that leads to a very large share of crime and ignorance and misery, is poverty. The sovereign specific for this disease has yet to be found. Prophets in abundance cry, "Lo, here! Lo, there!" But until we have some better assurance than at present of the efficacy of these loudly heralded discoveries, we may as well adhere to the old notion that a good degree of industry and efficiency will tend very surely to lessen poverty.

Is there anything more pitiful than inefficiency? It matters little how intelligent a man may be. If he cannot "get along"—if he is unable to earn a living, not from that hard fortune to which anyone is liable, but because he lacks the ability to put two and two together and make more than three—he is a distressing object. And I am of the opinion, moreover, that a good deal of what passes for laziness comes only or mainly from conscious unfitness. As a rule, one enjoys doing what he can do well. There is a delight in successful work—work that brings things to pass. There is misery in the shiftless pretence of doing what one knows is ill done. So that if one becomes capable, he is thereby far less likely to be indolent.

The second end of public instruction I should consider to be this:

To give sufficient intelligence to understand the position and duties of a citizen of a free State.

I put this as second in importance merely because it is second in the order of nature. Next to one's own maintenance comes the question of his duties to his fellow men. And in a republic, in which each citizen is on a par before the law with all others, it is evident that this question must be well understood if peace

and law are to prevail over anarchy. How to give this intelligence is a problem that it is the business of every teacher to settle for himself and for his school. But of one thing I am positive: the needful knowledge should come not merely from a term or two in the school spent in the study of civics or of political economy. The instruction, like that in morals, should be all pervasive. The teacher should make it his business just as early as possible to lead his pupils to understand what is meant by a republic, how it works, what are the privileges of its citizens, what are the simple principles of politics, which all citizens can understand.

This sort of training, I repeat, cannot be prescribed in a definite curriculum—cannot be taught from a text-book. It ought to be the atmosphere which every school breathes. However the teacher may go about it, I believe that patriotism can be taught and that there is no better place to teach it than the school and the college. The flag of our nation, the great names and the great deeds in our annals, the essential meaning in the world of our great democratic republic—all these should be familiar things in every school room. Love of country, pride in American citizenship—these are the sentiments which become forces of vast power in our national development. And the school of any grade which is not inspired with this American spirit is not worthy of the free people who support it.

The third thing which a public school should aim to impart is this:

Self restraint, so as not to abuse power, at the expense of others.

It always requires self-restraint for men to live together in peace. The impulsive barbarian acts only as impelled by his desires without regard to others. The civilized man learns to be heedful of those around him and hence to moderate his own selfishness.

But there can be no lasting order in society unless this lesson has been measurably well learned by the people as a whole. To be sure, a powerful minority may temporarily hold a majority in check and compel peace, but sooner or later the minority, however beneficent at first, will itself become cruel and exact-

ing. This is the lesson of every oligarchy—and it must be remembered that no despotism has ever existed not based on an oligarchy. In fact, only two forms of government are possible among men—oligarchy and democracy. And the few can never long be trusted to rule the many wisely. The French noblesse, the English aristocracy, the Russian bureaucratic despotism, are but instances of the many cases in point. In the long run, the order and peace which society maintains will rest at the level of the average wisdom and morality of the nation at large. And so what degree of self-restraint the masses of the least intelligent can exercise, becomes of transcendent importance. The reign of terror in France showed some of the dangers that may come from the barbarism latent in the proletariat. That barbarism was nourished by the long enduring folly and wickedness of the ruling class. It was not the ferocity of the Paris mob that set up the guillotine on the Place de la Grève. It was the cold-blooded selfishness, the remorseless tyranny, the grinding despotism of ages of aristocrats. Robespierre and Marat were but the concrete expression of many generations of privileged selfishness and grasping oppression.

The great lesson of fair play for all is one of the first importance in a democracy. It is of the very essence of true civilization—and every teacher should remember that he is a missionary of civilization. He has with him for a short time, but at a plastic age, those who are to make the weal or woe of the republic. If these few years, or months, in the schoolroom can teach some thoughtfulness for others, some power of moderation, some sense of fairness and justice, it will be well for the body politic.

The fourth thing which the public schools should aim to give is:

Ambition to do the best work, both in kind and in degree, of which one is capable.

It is a great lesson to know one's capabilities. Too many of us try desperately to do things which other people do exceedingly well—which we should like very much to do equally well—but for which we are totally unfitted. The important things for a child to learn are:

First: What sort of things will probably be in his power to do.

Second: Of these things is there any one which he can do especially well?

Third: If there are several which he can do indifferently well, as often happens, then what are these!

When the proper thing to do has been ascertained, then it becomes all-important that one should have an honorable pride in doing it well. That pride is a powerful agent in making a nation strong and prosperous. Nelson signalled at Trafalgar, "England expects every man to do his duty." And from the admiral to the powder boy every one did his best where he was placed. That came from the rugged genuineness of English national character.

On the other hand the prevalence of merely perfunctory work, of the eagerness to get one's pay and of indifference to earning it—these are among the true signs of national decadence.

It is the spirit of Nelson which should animate every school in the land. If we can do common things well we need not fret about the great things. The servant girl whose literature fills her mind with the doings of Lady Belinda and Lord Fitzjames is quite likely to sweep the dirt under the lounge and not to be too careful of her hair when she is cooking. She forgets that one can make ordinary things fine by the spirit with which they are done.

Turning now from an attempt to analyze the purposes for which public education is provided, let us consider briefly the philosophy on which it is based. Are there at least any moral rights involved on one side or the other?

It is generally accepted in our country that the State may legitimately do two things, at least, bearing on education: It may tax all for the support of free schools; and within reasonable limits it may compel attendance at those schools.

The right of the State to enforce education is usually based on the general welfare. Education, if properly directed, as has been said, increases the efficiency of the young. It makes them better adapted to earn a living and it certainly should give them habits of industry and honesty. In these ways the State is to that extent saved from the burden of barbarism and crime; the

more school-houses, the fewer poor-houses and jails. And quite aside from these merely negative considerations it is also true that the added efficiency given by education to that extent increases the total resources of society. It adds to the general power and to the general happiness.

But if for these reasons the State may justly enforce education, on what grounds may the State levy a general tax and with the proceeds maintain a system of free schools?

The State would not be a State if it did not have the power to compel people to do what they do not wish to do. Who wants to pay taxes at all? In such a problem as that of education, then, the only real question is: Would the end in view be attained by a system of private or privately endowed schools alone? The question needs only to be stated in order to bring the negative answer. While if the State should withhold its hand, private endowments might largely increase, yet merely the experience of England shows plainly that such endowments would be little more than a drop in the bucket.

The obvious fact is, that universal education is simply a phase of democracy. And it is impracticable unless the democratic State attains this prime democratic imperative by the democratic means of universal contribution.

There are other agencies for the general welfare which our democratic American State employs. Doubtless private enterprise would serve to transmit letters as efficiently as it does express packages or telegrams. But it may well be doubted whether every remote corner of our vast country would under that system be reached by the postal service. And it surely cannot be doubted that a two-cent stamp under these conditions would be vastly less athletic than is that which now bears the benign countenance of George Washington. And so it is that our postal service belongs to us all. It is for the same reason that we have a national army, a national navy, a national weather bureau; the ends sought by these branches of the public service could not adequately be attained under private initiative. The same thing precisely is true of general education.

Whether it is advisable for the State to monopolize education as it does the transmission of the mails, is quite another matter.

It makes little difference who brings me my letter so long as I get it. But while it is quite true that I have no right to let my child grow up in ignorance, it is also true that there are many ways of training a child. Hence, so long as the just demands of the State are met, surely I should have the widest possible liberty in the choice of means.

The public schools, I am satisfied, are as vital a part of our American system as is universal suffragé, or a republican form of government. But the work to be done is so vast, the sound methods of doing it are so many, that we should welcome every auxiliary agency. There is room for the private school, there is room for the parish school, there is room for the endowed academy and college; and the wholesome rivalry of all these independent institutions should tend to keep the whole system thoroughly awake.

Thus far I have been speaking of education by the State which is also primarily for the State. And, as I have said, education by the State is usually justified just because it is for the State welfare.

But I believe that education by the State has another basis quite as solid as this. I believe not merely that the State has a right to educate for its own welfare. I believe that it is the duty of the State to provide education and that there is in the young a correlative right to be educated and that for their own welfare.

In other words, no one of us is responsible for his appearance in this vale of tears, and I hold it quite as self-evident as Thomas Jefferson's swelling assertions in the Declaration of Independence that those in whose custody the helpless stranger falls, the family and the State, owe the child two things: first, such nurture that he may not of necessity become either a pauper or a criminal; second, such measure of opportunity as will render it at least possible for him to make the most fruitful exertion of his natural powers.

Society owes no man luxuries; but modern humanitarianism holds that the helpless have a right to be helped by those who are able. Hence the hospital, and the asylum, and the home for the indigent stand out in bold relief as characteristic social facts

of our age. It is not at all different in principle and vastly sounder in practice to apply our humanitarian energies to the prevention of helplessness. The aged pauper is a failure—let us keep him from utter misery. But the child is not a mere animated human unit. He has within him the potentiality of endless beneficent activity for himself and for his fellows. Whatever we do for the aged social failure is done once. Whatever we do for the child is multiplied a thousand fold.

Duty and wisdom alike, then, dictate that the State should see to it that no default of the family should wreck these fair prospects of its future men and women. And both, as I have said, I think, have a right to demand from the State to be put in reasonable harmony with their environment.

But you say, this is socialism. No. I disbelieve so utterly in the possibility of socialism as the fundamental principle in the organization of society that I have no fear of agencies which are socialistic; and those agencies in modern democratic States are very numerous. Whatever the State does for the general welfare—the postal service, improved means of communication, the ownership of municipal water and light, care for the general health, support of the indigent and defective—all this is socialistic. But I believe that it is rational as well. It is far from being socialism.

If the State owes its young a fair proportion of education, the question at once confronts us, what is a fair proportion? In other words, what shall be the limit of State action?

I said a moment since that one of the things a child has a right to demand from society is *such measure of opportunity as will render it at least possible for him to make the most fruitful exertion of his natural powers.*

This merely means that everyone, within reasonable limits, should be offered a chance, and those reasonable limits of course depend upon the ability of society to do. The same things cannot be expected from a poor and struggling community which may well be done by one that is well-established and wealthy. Further, “reasonable limits” will imply a just proportion in expenditure.

Moreover, men who are in the midst of educational work are

aware that in fact education grows *down*, rather than up, If we want thorough district and graded schools, we must plant at judicious intervals well-organized and well-supported high schools. But if the high school is to be vigorous in its action and broad in its scope, the higher learning of the colleges must be brought into close relations with the secondary training of the high school. The college invigorates the school below it, as in turn that reacts on primary education. In other words, I do not believe that any link in the chain can safely be neglected. The technical training of the engineer, the physician, the teacher, and the lawyer, the refined culture of liberal learning, the scientific activity of the geological survey, and of the agricultural experiment station, the intellectual industry and riches of the high school and academy, the all-permeating enlightenment of the common schools, illuminating and mellowing everything, like the sunshine and the rain—all these are parts of the one system, bound closely together by interweaving of nerve and tissue, and atrophy of one tends surely towards paralysis of all.

How much of all this vast educational and scientific energy should be initiated directly by the State, is matter for difference of opinion and diversity of practice. In general, we may say that the East draws the line below the college—the West and the South draw no line. The States west of the Alleghanies have followed in the path so plainly marked out by Jefferson in his schemes and dreams for an educated democracy. His thought as well as that which I urge to-night, is in accord with this western ideal. The State University, in short, is merely the organized community providing *a chance* for its choicest minds. And we may be very sure that these will react in manifold ways to enrich the State in money and in thought.

Three centuries and more ago the Dutch people were in the midst of a life-and-death struggle in their war of Independence against Spain. One of the most heroic of the many desperate deeds of that strife was the defense of Leyden. For more than four months the people of that devoted city suffered from bombardment and assault and famine. At last the tireless valor of the Dutch and the waves of the ocean, which have been let in

through the dikes, together drive the besiegers in flight. And this great victory of a people who were lavishing their lives for freedom was commemorated at once in the midst of war by founding in the shattered city a University. Those rugged Dutch burghers realized that the richest prize which could be won by a free people was a centre of that intellectual illumination without which liberty is a danger rather than a blessing.

And we in this western republic whose eastern shore is washed by the same salt waves that beat on the dikes of Holland, can surely well spare of our prosperity to foster the same enlightened policy which the Dutch inaugurated in their adversity.

The day will never come when the higher education will cease to need the results of private munificence. Harvard and Yale and Johns Hopkins and other institutions still more recent, are among the many monuments to men who have preferred to make their wealth immortal by vitalizing it with the perennial creative energy of advancing knowledge.

But these colleges and universities, powerful as has been and as will be their influence on the higher life of the republic, would not alone suffice for the growing needs of a great nation. They but supplement the activity of the State itself. And they can never take the place of the great public institutions which are rapidly becoming so strong and forceful in the intellectual development of all these western States; and from whatever source come their support and direction, all must work together for the common ends of wise patriotism.

The republic of Switzerland is one of the most enlightened communities in Europe. It is small in area, scanty in population, slender in material resources. But while there are few great fortunes, there is also little abject poverty. And amid their rugged mountains the Swiss have not merely maintained their freedom. They have also won a position in the very forefront of the advanced civilization of our age. Geneva is the natural home of movements for international benefit—the Society of the Red Cross, arbitration, and like. The Swiss polytechnic at Zürich is the resort of students from all lands for the pursuit of applied science and of pedagogy.

And there is no more significant fact among Swiss institu-

tions than the character of the public schools. From the primary school to the university they are held by the Swiss people to be their very choicest possession. Wherever else economy may be practiced with the public funds—and Switzerland is not rich—the schools are never stinted. A politician who should seek popularity by proposing to cut down the educational estimates, would be quickly relegated to private life. The schools have scientifically constructed buildings, the best equipments, highly trained teachers. The people know what is going on in the school-rooms—know the quality of the various teachers—keep posted on all improved methods. They have a notion that such knowledge is at least quite as important and as interesting as the latest. In Berne, by the last census, 98 per cent. of the children of school age were in actual attendance at the public schools.

The average intelligence of the Swiss people, as shown by statistics of illiteracy, has no superior in Europe. Here is a little republic, then, from which we of the great republic might well learn a few lessons. In the development of our abounding material resources, we are too apt to adopt false standards of success, and to neglect the higher duties of the State.

Education by the State should cover the whole field. It should be proportioned with scrupulous regard to the most pressing needs of the greatest number. But it should open wide the door of opportunity to all who have sufficient energy and ability. It should not be forgotten that each member of the State is in justice entitled to a fair proportion of training and to a fair chance. And this education which the community owes to individuals is at the same time its best safeguard against anarchy and its best assurance of genuine prosperity.

It is primarily for the State—it makes a self-supporting and self-respecting community.

And we need always to remember that after all the “wealth of nations” consists not mainly in wheat, or in gold, or in sugar, but in an abundance of good citizens.

The next speaker was Dr. F. W. Hinitt, President of Central University of Kentucky at Danville.

EDUCATION FOR THE STATE.

BY PRESIDENT HINITT.

Through the courtesy of the distinguished educator who preceded me, the subject has been so divided that a most congenial topic has fallen to me for discussion. The thoroughness and breadth of his discussion of "Education by the State" call for the "team work" which he has suggested and which I hope may not be wanting.

The statement of the subject before us is exceedingly suggestive in view of two tendencies of the day against which both the teacher and the citizen need to be aroused. The first is the danger of our educational processes becoming the occasion of mere bookishness in the student. On the one side, we all recognize the danger in the case of a certain class of students that their educational ideals may be realized in the mere attainment of a certain facility in the mastery of books and topics of study without the development of the larger consciousness of the relation of study to life, while in the case of another class the emphasis of the study and the lecture may be construed as means without an end, with the result that the educational period is spent in an atmosphere of unreality, without the inner and living meaning of education ever being disclosed to the mind of its subject. In the strenuous effort that every true teacher makes against the mere intellectualism of the one class and the blind realism of the other, the maxim of education for the State may serve as a vitalizing feature, furnishing inspiration and directive force equally needed by all. The second tendency is one widely illustrated by many phases of present-day life, in the small world of the school or college just as truly as in the larger world beyond. I refer to what may be termed the excess of individualism of our national life. Far be it from me to depreciate the splendid individualism that in past days enabled our forefathers to brave the wilds, hew down the forest, people the

prairies and add to the older Commonwealth the splendid vigor of the West; and equally so, let me say, to belittle the quality of spirit that has made possible the marvellous commercial and industrial developments of to-day. But, in the presence of the fact that there has been a recession of the supremacy of the concept of the State, and a too manifest tendency to treat it as an instrument to be turned to any base use for material ends, it is clear to me that such a type of anarchistic individualism needs the sharp corrective of "education for the State," and a revival of the fundamental supremacy of the notion of the State as conceived by Greek thought, and as portrayed and illustrated by the founders of this Republic.

In the furtherance of this discussion we may refer to three principles under which we ought to carry forward the education of the individual in every stage.

Beyond question, one such principle is that education is for life, and that, unless it produces the efficient individual, in so far the process is a failure. The demand for practical efficiency is the dominant note to-day, not without its inspiration, yet not without its danger. On the one side it seems to correct the purely theoretical tendency and to awake the scholar from mere dreams and bare intellectual enthusiasm, and in this there is great value, but on the other side the question ought to be asked, Efficiency for what? To relate the processes of the schools to the vivid realities of life is good, but to awaken the enthusiasm for achievement is better when a right direction is given to such enterprise. It is too easy in this day to center such passionate endeavor on merely material ends, to achieve success merely for the things that perish in the using. To separate ourselves from the development of a merely materialistic civilization is not an easy task in this day, and anything that will tend to strengthen the ideal forces of life among our students needs emphasis and encouragement. And such a principle seems to me to be embodied in the maxim "education for the State." To create within the rising generation the appreciation of the truth that the life of achievement is degraded when it is achievement for self, to do this by creating a civic knight errantry whereby the high endeavor of the individual is idealized by the thought of devotion

to a gracious mistress, the State, and that it is the duty of the citizen, the privilege of the truly educated, to build his life into the fabric of the State, to realize that successful achievement, great or small, is a contribution to the enlargement of the State, may serve us in this day to connect reality in education with the ideal conception of a type of citizenship of which this nation will ever be in need. That this is no mere dream is illustrated by the declaration of faith of a noted financier who, then completing a great railroad enterprise, said that it was intended to be in its larger purpose, a contribution to the upbuilding of the State; that to open new territory, to make the means of life possible to a larger population by a new artery of travel was conceived as a patriotic service, and its completion a true benefaction to society. Whether the deed be of such large significance, or merely the average success of the average man, it is idealized and enriched by the motive, "for the State," and to develop this consciousness in the coming workers of the nation is a worthy aim for our endeavor.

A further application of this principle is found in its direct relation to what is commonly called, "training for citizenship." It is beyond question that this is one of the most important functions of education and at no time more imperatively demanding consideration than now. The injection into the body of American citizenship of the enormous mass of raw aliens now coming to our shores, the presence in the Southern States of millions of ignorant freedmen, constitute both a menace and a problem of the first magnitude. Add to these facts, the positive indifference of masses of our citizenship to the highest interests of society and the State, and the very positive activity of the anarchistic individualist who preys on these conditions, and the need of a trained and aggressive citizenship devoted to the highest ideal of political and national progress becomes a thousand-voiced call to duty to the American school and college. Where else shall we look for help in the emergency of this generation? And the call to this service is not to be satisfied by any formal recognition of the task. We have talked much and done too little thus far. A more comprehensive programme, and a truer consecration of the teacher to this task are urgent

necessities of to-day. Devotion to a department of scholarly investigation may take too much of the time and enthusiasm of the scholar and teacher, and leave him far away from the throbbing life of the world in which he lives. The vocation of the teacher is too often construed as an invitation to retirement and repose among dead things, while the busy world, its struggles and strife, its living issues and occupations becomes remote and unreal. Too many of our scholars are content with "the talent that is perfected in solitude," and forget the necessity of the type of character which is developed in the stream of the world. Into the life of the teachers of the nation there needs to come in full power the truth that education is for the State, and that our educational system needs to gird itself afresh to the doing of this duty. A broader programme of training is needed, the essence of which, however, is the character of the teacher, himself the example and inspiration of devotion to the State.

A third regulative principle of educational endeavor is the enlargement of the life of the individual through culture. And here again, the maxim under discussion has its place. Culture may, and often does, degenerate into a mere dilettanteism. The renaissance for which we wait to-day will never be realized by a culture that is not essentially for the State. The glory of the State, as often repeated, is not to be found in her "far flung battle line" nor in her freighted argosies on every sea; not in material resources nor in any manifestation of visible power. Her real glory is in her citizens of character and culture who find expression for such qualities in the large opportunities of social service. That there is an increasing number of such is one of the hopeful signs of the present day. That recruits for such service shall be provided in increasing numbers is to be determined by an educational system which insists on culture "for the State" as the hall-mark of the truly educated man.

It is not only in the range of general educational work that this principle may be of value. It is suggestive as we look to associated educational endeavor. Unfortunately, it is not always the case that brethren of the educational world dwell together in unity. A lack of sympathy has sometimes been expressed even in connection with the aims of this Conference, broad as is

its platform and unselfish its purpose. And, the usual limitations of human nature have found abundant opportunity for expression in this as in every associated effort for the advancement of a common cause. To my mind, the conspicuous feature of this Conference, the one thing that signalizes the largeness of its spirit and aim is that it is devoted to the highest interests of the State. Its platform is large enough, its programme broad enough, for every earnest worker in the field of education in the South, and that because its sole aim is the increase of opportunity for all, the uplift by popular education of the whole of this broad territory. In such a work, in the presence of such a great problem, of such crying needs, there is no room for the captious critic, no place for the one whose patriotism is geographically defined. The work to be done in this fair land is so great that the cry "for the State" here raised should be a sufficient magnet to hold together in the common cause a great company of earnest and courageous workers who otherwise might stand apart in the isolation of private interests and enterprises.

And, in concluding, may I say that this is the principle needed for the work in the State from which I come. I bring no dismal array of facts to emphasize the necessity of such a programme in Kentucky, but I desire only to say that the influence of the Conference for Education has been strongly felt by a body of earnest men and women in this Commonwealth. The echoes of the meeting at Lexington are yet to be heard among us. In the last twenty-five years we have been scarcely touched by the magnificent progress in educational development in the States that lie immediately north of us. The recent splendid educational developments of our sister States to the south have not been repeated in our life. But there is to-day a spirit of noble dissatisfaction among many earnest men and women identified with our educational system, and an intelligent and thorough criticism of existing conditions that promise a hopeful prospect for the near future. There is a new spirit among the teachers of the State. There is a growing appreciation of the need of thorough organization of all our forces for a comprehensive campaign of education that shall enlighten our citizens to the

compelling need of the present day. And when the spirit of patriotic educational enterprise is once fully aroused, I have no fears for the future. The development of the whole system of popular education, which many of us recognize as the important duty of the present, will follow, and we too shall share to the full in the inspiration of progress represented in this Conference of "education for the State."

The closing address of the evening was by Prof. Wickliffe Rose, of Nashville, Tennessee, the recently elected Agent of the Peabody Education Fund. Unfortunately no report of this address is available.

SECOND DAY, WEDNESDAY, APRIL 10

SUPERINTENDENT SEYMOUR A. MYNDERS IN THE CHAIR.

The Conference was called to order at 10 o'clock. The Chairman of the Executive Committee announced that the delegations from the several States were invited to meet in different rooms of the hotel, at 4:30 o'clock Wednesday afternoon, to discuss the educational interests of their respective States with especial reference to the following particulars:

1. To multiply and energize local school leagues, and to correlate them with the central executive committee of each State.
2. How to enlist the whole citizenship—business men, farmers, lawyers and preachers—in these leagues.
3. An annual State Convention of citizens, officials and teachers representing these local leagues.
4. How to enlist the press of each State.
5. How to raise money in each community for the neighborhood league, and in the State at large for the central executive committee.
6. Publication of the proceedings annually of local leagues and general State Conventions.

On motion it was voted to limit the reports from the several Superintendents to ten minutes each.

WEST VIRGINIA.

SUPT. THOMAS C. MILLER.

Without doubt the most encouraging feature of the educational outlook in West Virginia to-day is an awakened public sentiment throughout the State in behalf of better school conditions. This sentiment manifests itself in many ways. We

see it expressed in a desire for a longer term and in provision for the same, in the payment of larger salaries to teachers, in the erection of better school buildings, and in a general effort to make the school the center of the best life of the community. While these physical conditions do not, of themselves, make good schools, they contribute very largely to that end, and I am pleased to report very decided advancement in this respect. It may be stated, also, that there is a strong desire on the part of teachers for self-improvement. This is shown by their attendance at the Normal Schools and the Summer Schools, and by their interest in the Reading Circle, in which course about three thousand are enrolled. The Round Tables and District Institutes have been largely attended this year, and school journals are more in evidence than ever before.

Last year 7,830 teachers were employed in West Virginia and the number of school youth in the State was 342,060. The total amount expended for all educational purposes was \$3,412,383.68, being \$9.90 per capita of school population and \$3.23 of the entire population of the State, based upon the government's estimate of the State's population in 1906. It will be noticed that the average expenditure in the United States as given in the last annual statement from the Bureau of Education is \$3.49 per capita.

West Virginia has an invested School Fund of only \$1,000,000, the interest of which is distributed annually. Our General School Fund, as it is called, is derived chiefly from the following sources: A capitation tax of one dollar from every male citizen; the proceeds of all fines and forfeitures; interest on the invested fund, and a State tax of five cents on every hundred dollars' worth of property. Last year this Distributable Fund amounted to \$762,799, or a per capita distribution for school youth of \$2.15. Our new revenue law provides that this annual distribution from the State Fund shall never be less than it was last year and it is believed that the amount so distributed will be largely increased. Of course, it should be understood that this General or State Fund is largely supplemented by local levies, these levies on an average being about four times the aggregate of the Distributable Fund, this State Fund thus con-

stituting only about twenty per cent. of our school revenues for the Teachers' Fund. In addition to the local levy for the Building Fund, which in many places is almost as large as the levy for the Teachers' Fund, many districts have bonded themselves a considerable sum for new buildings and equipment.

While our Compulsory Attendance Law is not so effective as we would like to have it, still it has been the means of bringing thousands of our youth into the school room, and among our progressive citizens there is but one sentiment regarding this measure: to make it more effective. At present the requirement is that children shall attend school at least twenty weeks each year, but we think this law will be amended so as to embrace the entire term of six months, the minimum term now provided for. It is not possible to give the exact statistics and the number of pupils brought into school under the provisions of the Compulsory Law; nevertheless, the increase is very noticeable in some of our cities and growing towns where the youth between the ages of eight and fourteen years have heretofore been employed in shops, factories and mines.

While for many years most of our towns and cities have had good school libraries, it was not until recently that much attention was given to placing suitable literature within reach of the children in our district schools. Now this movement is receiving considerable attention, and the growth of these collections of books in country districts is very gratifying. In 1897 there were only 8,026 books in these libraries, and this number had grown only to 17,000 in 1900, but in 1906 it had increased to 126,503. It will be remembered that this number includes the books of village and district libraries only. Public and city libraries and many high school libraries are not included in this list, but I presume the addition of these would almost duplicate the number.

As our law makes no specific provision for the appropriation of public money for school libraries, various methods were used by which to raise funds for the purchase of books. In many places an admission fee was charged to a little entertainment proposed for the occasion; in other communities contributions of money and books were received, while still further, boards of

education duplicated the amount that was raised by the school. One country school reported one hundred and one dollars as the result of its own efforts for books, while another in a remote interior section of the State raised fifty-nine dollars. Of course in some of the towns and thickly settled communities the receipts were much larger. A very encouraging feature of the work is the fact that not only are pupils interested in the library effort, but the citizens are contributing liberally to it and heartily aiding the movement that will put within reach of our youth a better class of literature.

In the selection of books the aim has been, even with a small collection, to choose books suited to the needs and capacity of pupils in the different grades. Neither are the young men and women out of school, nor the fathers and mothers at home, forgotten. The vocations of the people are also considered. For instance, books on elementary agriculture, fruit-growing, poultry-raising, coal mining, forestry, etc., have been chosen for different sections where the people were especially interested in these industries. Not only are books chosen for the libraries, but good periodicals as well, especial emphasis being placed upon good illustrative magazines. While in many districts at first the smaller and cheaper books must necessarily be purchased, we feel that this is a good beginning, if the books are carefully selected, and that when the reading habit is once formed in a community the interest will increase, and books of a more valuable make-up and of a higher literary character will replace those first introduced.

A prominent feature of our educational progress last year was a series of educational campaigns having for their object the awakening of a better school sentiment throughout this State. In this we were not disappointed. Meetings were held in about fifty towns and villages, and about thirty thousand persons, including school children, were in attendance. In many places the largest auditorium was not sufficient to accommodate those who came, and leading citizens took part in the proceedings. Among the speakers on these tours were Hon. W. W. Stetson, State Superintendent of Maine, Dr. A. E. Winship, of Boston;

Dr. R. G. Boone, of New York; Supt. C. J. Kern, of Illinois, and Capt. E. Miller, of Iowa, together with a number of the professors from the University and other home workers. A good degree of interest was shown everywhere, but it was particularly encouraging in country districts. Among the topics emphasized were District High Schools, Centralization, School Libraries, District Supervision, Better Salaries and Longer Terms. Undoubtedly these meetings set the people to thinking, for in a number of places steps have been taken to lengthen the school term, and to provide better buildings, and a number of high schools have been established.

Akin to these campaigns is a plan, recently introduced, of holding a public conference with Boards of Education at their annual meeting. The Board appoints a time and place for such a meeting and generally there is a short address by some one previously engaged, after which there is a general discussion and exchange of views relating to the school interests of the district. These meetings have been productive of much good and I propose to make them a special feature of this year's work. In this good service we have had the assistance of members of our various school faculties and of gentlemen and ladies of high standing in various professions, and I believe no agency has been more effective in awakening the people to a need of better educational facilities.

Four years ago the Legislature provided for a State System of Uniform Examinations for teachers, thus replacing the old County System which had been in operation since the State was organized. At first there was some disappointment on the part of those whose certificates had been renewed for years and by those who failed to receive as high grades as they desired, but now the system is regarded as having done more to elevate the standard of teaching than anything that has ever been devised, and no community would go back to the old plan of County Examinations. These certificates issued by the State Superintendent are valid in any county, and this new measure has had more effect in increasing salaries than the minimum law itself. Boards of Education, in order to retain the best teachers, have

been compelled to advance salaries, and there is considerable competition, not only between counties, but among magisterial districts in the same county for the services of the more competent instructors. It is true that districts with less material development and scant financial resources may, for a time, seem to be at a disadvantage, but the effect of the Uniform System has been not only to improve conditions in the school room but to increase teachers' salaries very materially.

Not only are our common schools, including district, graded and high schools, making good progress, but our higher institutions are contributing much to our educational advancement. The West Virginia University, with a faculty of seventy-five competent men and women and an enrollment of twelve hundred and fifty is the center of our educational life, while our preparatory schools aid many young men and women in their preparation for the University courses. Our six normal schools have an attendance of over twenty-two hundred, and the graduates who go out from these institutions are doing much toward the elevation of the youth of the State. Nearly twenty-five per cent. of the teachers now employed in our schools have had some training in our normal schools and the number is increasing each year.

West Virginia can justly claim the place of pioneer in the matter of fixing minimum salaries for teachers. By reference to the Code I find that on March 15, 1882, a bill was passed by the Legislature as follows:

"Teachers having certificates of the grade of number one shall be paid not less than twenty-five dollars per month; those holding certificates of the grade of number two, not less than twenty-two dollars per month, and those holding certificates of the grade of number three, not less than eighteen dollars per month."

Since that enactment this provision has been amended twice, and minimum salaries, as now fixed, are: \$35, \$30 and \$25. While, of course, this provision applies to the entire State, it does not affect more than 20 per cent. of the school districts, and the measure was first enacted to protect the school interests of communities where the idea of economy seemed to be

too dominant. In these places the law has had a good effect, and, in fact, its influence has been a helpful one, even though the minimum has been low.

I am glad to report, however, that the average salary throughout the State is considerably above that fixed by this minimum of the law. For No. 1 certificates the general average is \$39.70; for No. 2, \$31.66; for No. 3, a little above \$25. The average salary in the State for all grades of certificates, based on the length of term, is \$36.90. It may be stated here that salaries in many of our graded schools are far in excess of this average, in some places reaching \$75 per month in primary and intermediate grades.

In an effort to keep in touch with other progressive sections of the country, West Virginia is giving increasing attention to the improvement of the physical and material conditions in and around school buildings. School grounds are being enlarged and improved by fencing and the planting of trees, shrubbery and flowers; school rooms are being adorned and fitted up with modern conveniences, and a desire for better things manifests itself all over the State. Arbor Day has been observed by the schools for a number of years and the fine trees found in many school grounds testify to the value and beneficence of this beautiful custom. But not only does this good work show itself in the improved conditions in and around our school buildings and grounds, for its influence reaches the home surroundings as well. This is seen in the little flower gardens and better kept yards both in town and country. In this good service the School Improvement League and the Civic Clubs have been potent factors, and we look to the Women's Federation for valuable assistance in this effort for bettering the conditions of both the school and home.

In brief, I think it can truthfully be said that there is educational upbuilding going on in West Virginia to-day. While it is more in the nature of foundation-laying than work on the superstructure, we confidently look forward to more favorable conditions in the not distant future.

SOUTH CAROLINA.

SUPT. O. B. MARTIN.

The reports of State Superintendents of Public Instruction, at these annual Conferences, for the past five years, have rendered a distinct service to the cause of education. In the first place these reports have done much to give to the public the actual conditions in the various States. Many students of education had examined into special individual districts, but now there is a desire for a full insight into the educational conditions in each State. A comparison of reports leads to a healthy rivalry and a worthy emulation. It is easy to imagine that we are making great progress, if we do not study conditions elsewhere than at home. This Conference has done a great work in bringing together the representatives of the various States and furnishing to them an opportunity for comparison, for stimulation and for rivalry in good deeds. We may be actuated somewhat by the motive which Col. Jones displayed, when his chaplain informed him that there was a revival in Col. Smith's regiment, and that many soldiers were converted. "We must not be behind. Make arrangements at once to baptize fifty men." What if some of us should work harder during the year to keep from being behind when we come to compare notes in this annual meeting?

Every year it is our earnest desire to report "something attempted, something done." I like the pledge which our School Improvement Association exacts of every member. It is as follows: "I hereby pledge myself to do at least one thing for the improvement of at least one school during this year." The extension and observation of this pledge will mean much for needy schools. It means the continuation of the educational revival which has swept over the South during the past few years. There is a vast amount of work yet to be done. We have hundreds of communities and thousands of people who from ignorance, indifference, and self-satisfaction are doing practically nothing. I visited a town not long since whose school buildings were antiquated, antediluvian, and disgraceful. One of

the leading citizens asked me, "Don't you think our school buildings are about equal to those in other towns of this size?" The other towns of that size had nearly all floated bonds and erected adequate, modern school buildings. When you get fossilized teachers, with obsolete methods, into antiquated buildings, in crystalized communities, it is a sad time for the children there. Many times I long for a revival that one preacher told the other about. Said brother Brown, "We have had a great revival in our church, the largest in many years." "I am glad to hear it," said brother Wilson. "How many did you gather into the fold?" The reply was, "None, but we got rid of three." It is a genuine revival when you begin by cutting off the dead branches. This is a very difficult process in school work but it is essential to the health and growth of the organism.

But to come directly to my statistical report. Those of you who have been regular attendants upon these sessions of this conference will appreciate what the reporter meant when he said, "The speaker made a few *appropriated* remarks." It is almost impossible to make one of these State reports without appropriating something from some of the speeches of other years.

The regular lines of endeavor which were outlined in our campaign of four years ago have not been neglected during the past year. We now have about 500 local tax districts, 75 of which were added during the past year. These new levies increased the totals by \$33,000. Nearly \$300,000 are now raised annually by local taxation. The number of rural school libraries now approximates 1,000 and more than 200 of these have been enlarged. This represents \$40,000 expenditure. It means 100,000 well selected books for thousands of boys and girls whose opportunities for reading and self-improvement were exceedingly limited. Last year we built 200 new school houses, many of which were very valuable. The average salary of teachers increased more than \$12 per year and the total expenditures increased \$100,000. They now approximate a million and a half dollars for public school purposes. It is worthy of special note that our average attendance increased 18,427, while the enroll-

ment increased only 15,412. Most of our funds are apportioned on enrollment, so it indicates real progress when the average attendance increases faster than the enrollment. Our colleges continue to prosper. The legislative appropriations for this year exceed those of other years by several thousand dollars. These appropriations provide, among other things, for a \$45,000 practice school at Winthrop Normal and Industrial College, and for 41 scholarships in the textile department of Clemson Agricultural and Mechanical College. Both of these Acts are efforts to better conditions for the future. The practice school will help hundreds of our future teachers and the textile scholarships will put more brains, science and diversification into our great manufacturing industry. The annual State appropriations to higher education now exceed \$300,000, while the private and denominational colleges are constantly increasing their endowments and facilities.

One of the most significant tendencies, in school and out of school, is the effort on the part of our people to learn farming intelligently and scientifically. Never before in the history of our State have so many books and papers been bought and read on the subject of agriculture. Never before have our farmers been so anxious to reduce their occupations to a science, and to cut out lunatic, unsystematic and profitless operations.

Two of our most important movements have special representatives here, and I shall refer but briefly to their work. The School Improvement Association, under the presidency of Miss Mary T. Nance, is accomplishing a very great and important work. Hundreds of schools have been made more attractive inside and outside under the wise direction and tasteful suggestions of this patriotic organization.

We are getting the high school situation in hand by putting Hand into the high school situation. Our legislature enacted a high school law, which was approved February 19th. This Act carries an annual appropriation of \$50,000 of State aid, and we are hopeful of great things in this line. Already I have correspondence from more than 100 places which are interested in having schools in their midst. Prof. Hand, who is our high school inspector, and who is also professor of secondary educa-

tion in our university, has urgent invitations from more places than he can visit. It will be a large part of our campaign work for the next year or two to get this work properly inaugurated.

When we review what has been done it merely accentuates what is yet to be done. When we think of the vast possibilities of our country and our people, under wise guidance and with intelligent training, it is enough to call from us that fervid expression which the Romans called *eloquentia*—eloquence, but if I talk longer you will say that it is what Candidus called *loquentia*—loquacity.

GEORGIA.

COMMISSIONER W. B. MERRITT.

Georgia is fully enlisted in the general educational awakening throughout the country. There has been a steady growth in the support and efficiency of our common school system since its organization in 1870. All of the 703,133 children of school age in our State are within reach of a school house. The attendance upon all secondary schools and colleges has been larger during 1906 than ever before.

An education campaign has been systematically carried on in most parts of the State, and in many counties the progress has been most gratifying. There are now in the State eleven counties and 130 districts which have voted local taxation; ten other counties, and 160 districts will vote on this question at an early date. The appropriation for education by the State in 1905 was \$1,735,000; by taxation and subscriptions there was raised \$1,898,092. For the first time the amount raised by taxation by local systems exceeded the State appropriation; this is due to the fact that the constitution of the State has been so amended that counties and districts can now more easily vote local taxation for school purposes, and because the sentiment in favor of local tax has grown steadily.

During 1906, the following definite work has been accomplished:

New buildings erected, 222; value of same, \$186,565.

New buildings erected in towns and cities, 22; value, \$254,125.

Total value of new buildings, \$440,690.

Increase in salaries of superintendents and county school commissioners, \$14,978; increase in salaries of teachers, \$163,536.

Increase in State appropriation, per child, 11 cents.

Increase in enrollment, in round numbers, 20,000.

The school improvement work under the direction of Mrs. Walter B. Hill is accomplishing much good, and the effects are visible in many communities.

The work of the Woman's Club in Georgia is also to be commended; their interest in education, and their zeal in carrying on their model schools and traveling libraries are praiseworthy, and have resulted in permanent good.

The most radical step in school inspection has recently been taken, under the direction of the Georgia Educational Campaign Committee, in the inspection of county schools, and in the embodying of this inspection in a pamphlet which gives the public for the first time actual conditions in the majority of our rural schools. One of our city superintendents thought it necessary to see his schools as others see them, and he invited one of the teachers from the State Normal school to pay a visit of inspection to his city. How much more necessary such visits are to the county schools where one teacher struggles on alone year after year! Too often the idea of a good school is embodied in the fact that a better enrollment has been recorded; frequently the quality of work is of minor importance. Only by long term schools, consolidation of isolated schools, local taxation to secure more money to supply the many needs which exist, will better conditions be obtained.

Perhaps the two most notable features of the work in Georgia for 1906 are the establishment of the district agricultural schools, one in each congressional district, and the establishment and operation of the great industrial school at Columbus.

Of the work in Columbus, Arthur W. Page, in the *World's Work*, February, 1907, says:—

The city of Columbus, Georgia, is the first municipality to meet the

situation fairly. The Superintendent of Schools, Mr. Carleton B. Gibson, in 1904, told the School Trustees (who are among the most prominent manufacturers of the city) that "an industrial city of this section must have an army of trained workers. If there is any excuse for the existence of schools, and the expenditure of large sums of money, it lies in the training of children to properly take their places in life. In an industrial community very large numbers of these children must become industrial workers." The result was that Mr. Gibson was sent to inspect the trade schools throughout this country; residents and former residents of the town gave land and money, the town voted an extra tax, and the school was built.

In Columbus any white boy who has passed through the grammar school may be turned into a skilled mechanic or a cotton-mill operative at the public expense. Any girl may learn to make her living at dress-making, office work, or in the mills; and they are all taught to keep house. When the plan is completely worked out, any negro boy who is willing, may be trained as a carpenter, a blacksmith, a cobbler, or a harnessmaker. And the city is willing to pay the cost of making every unskilled negro girl into a good cook, seamstress or housekeeper.

This community has decided that all its citizens shall be economically profitable. It is making finished workers of the school children, its most valuable raw material. It will have the reputation among the cities of its neighborhood that Germany holds among the nations. Columbus will be known as a producer of well-made goods and a city of prosperous workmen.

The scarcity of skilled workmen in all the trades; the impossibility of giving the masses trade instruction in private schools, the ominous fact that we have to look to immigration for much of our skilled labor; the awakening of public opinion on the subject; the example of Columbus, Georgia, and the beginnings made in the New York and the Philadelphia school systems—all these things make it certain that there will soon be provision made in our public schools in general for teaching the trades. This is the next step in making the system fill the needs of our time.

Georgia is essentially a great agricultural State, and to give the boys and girls in each congressional district the privilege of attending a high grade agricultural school is an ideal situation and condition. We expect much from these schools; they are as yet but the idea and hope of those who see the great future of our State and who are vitally interested in the welfare and development of our youth as well as of the material resources. It is one of the giant strides of the year, and if we keep our

seven-league boots 'ere long we shall have arrived.

Our endeavor has been to create sentiment. To this end we have been greatly aided by the fund put at our disposal by the Southern Education Board for the purpose of carrying on an educational campaign, by supplying speakers and literature on local taxation where needed. We appreciate the help extended, and we feel that it has not been misused, but that it has accomplished that for which it was given. We have suffered an irreparable loss in Dr. McIver and Dr. Hill being removed from our numbers. As a slight testimonial to the worth of their work and words, the State Campaign Committee has had published a pamphlet containing addresses from them, that their words may still live and stir the imaginations and hearts of those who read.

The future lies before us as a clean sheet; there is much to write upon its pages; may the pages be not blurred with our tears of repentance that we have failed to do what our hands find to do!

KENTUCKY.

SUPT. J. H. FUQUA, SR.

The educational outlook in Kentucky, I am glad to say, is more encouraging than for many years and we have evidence to believe that our people are becoming aroused to the necessity and importance of better and more efficient facilities for the proper education and training so essential and necessary for the children of the Commonwealth. They are beginning to realize, as never before, the crying need of better and more thoroughly equipped school-houses, for longer terms and for more efficient and better paid teachers!

The women's clubs of the State are now taking a deep interest in the work, and propose to render all the assistance in their power to advance the work by creating a general public sentiment in behalf of efficient schools. We recognize them as wielding a mighty power in every laudable enterprise, and especially in the cause of education, because they realize so fully and

clearly the necessity of culture and refinement among the youth of our country.

We are greatly encouraged by the efforts they are putting forth, and confidently expect wonderful results from their efforts. We can report a considerable degree of progress in the cause in the past two years. Our last General Assembly made appropriation for, and established two normal schools of high grade in which to train and equip men and women for the work. These schools were located, one at Richmond, Madison county, and one at Bowling Green, Warren county. The citizens of Richmond very generously donated to the State, the buildings and grounds of the old Central University, valued at \$150,000, and the citizens of Bowling Green donated buildings and grounds worth \$125,000. Prof. R. N. Roark was made president of the school at Richmond, and Prof. H. H. Cherry, president of the Bowling Green school.

The school at Richmond opened on January 15, 1907, under most encouraging and flattering conditions. It has a very strong and experienced faculty and nearly 500 students have already matriculated. They are highly pleased with their surroundings, and are doing excellent work. The school at Bowling Green opened January 23, 1907, and its success surpasses all expectation. There are now about seven hundred enrolled and new pupils are coming in weekly. The faculty of this school is composed of a number of distinguished men and women, who are giving complete satisfaction to all concerned.

We feel a commendable pride in these institutions and confidently expect great results from their work and influence. We trust and believe that our Legislature will be liberal and generous in their contributions to these institutions, and make them the peers, if not the superiors, of any in the South.

The term of the public schools has been increased from five months to six. More than two hundred graded common schools have been established within the last year. Our denominational schools and colleges are all doing excellent work. The trustees of these schools are putting forth earnest efforts to increase their endowments, and to enlarge their capacity for doing superior work. The last Congress made an appropriation to our Agri-

cultural and Mechanical College, connected with our State College at Lexington, equivalent to an endowment of \$500,000. This will greatly aid the work in this department of educational enterprise.

Quite a number of high schools have been organized in our mountain countries, which are doing a work of inestimable value for the poor mountain boys and girls. The interest manifested by these boys and girls is very commendable, and shows that a brighter era is dawning upon our mountain counties.

Our city schools are generally well organized and equipped, and are furnishing excellent facilities for giving the children a practical education, which will prepare them for college or university, or for the responsible duties of life.

The schools in our rural districts are generally far below the demands made upon them. The terms are too short; in very many cases the houses and equipments are a disgrace to any community, and forty per cent. of the children do not attend school. In many cases the teachers are inefficient and have no conception of the responsibilities resting upon them.

The failure of our rural schools to accomplish the work demanded of them is mainly attributable to four things: a want of money, an efficient compulsory attendance law, incompetent teachers and our superannuated trustee system.

I see no remedy for these defects except in local taxation. Whenever our counties will levy a tax sufficient to supplement the State fund so as to furnish an amount adequate to the demands, we shall have schools equal to the best in any State. The friends of education are preparing to inaugurate an educational campaign to permeate every nook and corner of the State, in order to arouse the people to the importance and necessity of furnishing the means to make our common schools what they ought to be. The State is very liberal in her contributions to this work. She will have paid, by July 1st, nearly \$2,500,000 for common school education this year, a sum greater than that of most States in proportion to wealth and population. In local taxation we are below nearly all other States.

In this campaign we shall try to induce our next General Assembly to abolish our trustee system and give us a county board system. Indeed, we must face squarely our educational status and either prepare to take a forward step, or be relegated to the rear of our sister States.

We are proud of Kentucky—of what she has done in the past, and of what she may do in the future if we will only grasp the situation. Our resources, developed and undeveloped, are unsurpassed by any of our sister States. These resources are largely undeveloped, but the time is coming, yes, it is now here, when these will be developed, and if we and our children are unprepared for the work, others will come in and reap the rich harvest, and we and our children shall become “hewers of wood and drawers of water” for them.

Indeed, the times seem propitious for an educational renaissance and it should be our hope and determination to place our loved Commonwealth abreast of her sisters in this great work. I hail with pleasure and delight the time when every boy and girl in our proud old State shall have the means of becoming trained and cultured.

We congratulate our sister Southern States for the interest they are manifesting and for the noble work they are doing in this great cause. Let us join hands and hearts and press forward in the fight until ignorance and vice shall be banished from our fair land, and we shall occupy that proud and commanding position to which our kind heavenly Father seems to have destined us.

ALABAMA.

SUPT. HARRY C. GUNNELS.

Last December, at the meeting of the Southern Educational Association in Montgomery, I was called upon for a report of the educational progress in Alabama for the year preceding. In my statement, I said that Alabama reported progress but asked for more time. I am here, however, to-day, to make a partial report of what has been done in Alabama during the

past year towards the advancement of our educational facilities, and to outline and prophesy for the future.

Those who are familiar with educational conditions in Alabama know something of the campaign for education which has been made for the last three or four years. The work in Alabama during that time has been largely a campaign work, a work having for its object the arousing of active interest and working enthusiasm among the people along educational lines. At times, the friends of education have felt that possibly they were leading a forlorn hope, but recent developments have shown the truth of the scriptural injunction: "Cast thy bread upon the waters, for thou shalt find it after many days." The Legislature of Alabama, which has recently recessed, has given to the schools everything for which they asked and, in some instances, has gone far beyond the most sanguine expectations. I do not believe there is a State in the South which can show the equal of Alabama's record. To begin, we have a school legislature, and behind that school legislature is a school governor, who goes farther and works harder for the educational interests of the State than has perhaps any governor in our history. The Legislature has not yet adjourned. Think of these figures: \$550,000 at one time for the University of Alabama—our highest institution. Beginning with the magnificent appropriation the Legislature has given to the Alabama Polytechnic Institute, to the Alabama Industrial School for White Girls, to the Normal Schools, to the Agricultural Schools, to the Alabama Industrial School for White Boys, to the School for the Deaf, Dumb and Blind and to the Common Schools, everything for which they asked. A magnificent increase of \$300,000 for next year and \$350,000 annually thereafter has been added to the public school fund, guaranteeing to the schools of each county in the State a term of at least six months absolutely free of tuition fees. In a great majority of the counties the school term can be, *must be* at least seven months. In addition to these appropriations for maintenance, the sum of \$67,000 annually has been set aside for the purpose of aiding in the building of rural school-houses. Within four years there will be seen in Alabama, dotting the hills and making the valleys smile, at least 3,000

modern, up-to-date, comfortable school buildings. Is there another State in the South, which at a thirty-five day session of its Legislature, can show for its educational institutions all the way from the University to the schools for the masses, increased appropriations amounting to \$3,000,000? Alabama has made that record. When it is known that under the Constitution of Alabama only six and one-half mills can be levied directly on real and personal property, and when it is further known that the appropriations for educational purposes made by our present Legislature are equivalent to a tax of almost seven mills, the magnificence of the performance becomes almost appalling.

And we have not finished our work. A bill has passed the House of Representatives, and is now on the calendar of the Senate, which makes it possible to establish at least one secondary school or high school in each county, articulating with our Universities and Colleges,—and these schools will be absolutely free of tuition fees. This bill will be passed as soon as our eager educational Senate can get an opportunity to vote on it. A compulsory education bill, introduced and urged by Senator Reynolds, has passed the Senate and is on the calendar of the House. It is simply waiting for an opportunity to be put on its passage. Another bill requiring a term of at least six months, absolutely free, in each county of the State, hangs trembling on the calendar of both the House and the Senate, uneasily resting, eager for an opportunity to become a law without effort. A bill providing for aid in the establishing of libraries in the rural schools is anxious for a chance to get on the “band wagon.” I feel that I am not venturing a doubtful prophecy when I say that an amendment to our Constitution will be submitted to the people of Alabama, and that they will ratify the amendment, allowing each school district in the State to levy a tax on itself for the purpose of educating its own children.

The friends of education in Alabama and our Legislature and our governor have done so much for all our schools that I feel it would be worse than unkind to call attention to any of our shortcomings. We have turned our faces towards the East. We are forgetting for the time those numerous things in our system which call for correction, but are lending our energies,

our talents and our prayers to an effort to properly, intelligently and patriotically use the means which we have, believing that these other things will be added unto us.

MISSISSIPPI.

SUPT. H. L. WHITFIELD.

Measured by the usual standards, Mississippi shows more school progress during the past year than for any other year of her history.

When the last Legislature codified the laws of the State, practically every change in the school laws asked for by the school people of the State was made. In fact, the committee on education was in entire sympathy with the school forces, and its report was adopted practically without amendment.

Among the changes that were made for the betterment of the common schools, were the following:

1. The raising of the maximum of salary for county superintendents from \$800 to \$1,800 per year.

2. A law providing that when two hundred qualified electors of a county petition for a certain school tax, the Board of Supervisors shall submit the same to an election; and if a majority of the votes are for the tax, the Board shall levy the tax and continue to levy it until another election shall have been held on the subject. Under the old law, the Board of Supervisors had full discretion in the matter of levying school taxes, and sometimes refused to make the levy when the taxpayers were overwhelmingly in favor of it.

3. A law providing for public aid to school libraries. While the reports will not be made until October, I am sure that not less than five hundred libraries have been established in the State since the law went into effect.

4. Provision for taxation for high schools.

If the school laws are not as they ought to be in Mississippi, it is not because the Legislature was unwilling to make them as the educational leaders thought they should be. The gen-

eral agitation for a better school sentiment has been waged during the year. Last September six counties, as such, for the first time levied taxes for their schools. Almost one million and a half dollars has been put into the building of four hundred and sixty-eight school buildings. Of this sum by far the greater part was put into handsome brick buildings in the towns. The length of term of our town and village schools is now practically nine months, and for the rural schools something less than seven months.

After more than eight years as State Superintendent, I can report for the first time, that the people of Mississippi not only want good schools, but are willing to pay for them. I am certain on another question, and that is that our people are abundantly able to give their children just as good schools as children anywhere enjoy. What my State needs just now above all other things, educationally, is local leadership to take this splendid public sentiment and our sufficient possible resources, and to organize the one for an intelligent use of the other.

As I sat on this stage and heard the optimistic reports of my colleagues, all facts, I could not help believing that that portion of the audience not familiar with the actual situation, would get a wrong impression as to the real conditions yet obtaining in the rural sections of the South. It is true that during the last few years school revenues have increased over 100 per cent., that terms have doubled, and that houses, on the whole, have been greatly improved; yet when one goes to the remotest rural districts, as I do, and sees the little school-house, often uncomfortable, and seldom beautiful, and the honest hearted, but untrained and inexperienced teacher that often presides there, he is forced to the conclusion that the South is yet far from having her common schools developed to the point where they can offer to our children the advantages for that preparation so essential for the complex life in which they must live and work.

The South, with her soil, climate, timber, water-power, coal, iron, and her other rich resources, has been discovered to the outside world, and already a large portion of these rich blessings has passed from the hands of those who inherited them

from their fathers, and is now enriching others who have been attracted to this beautiful section. Their products meanwhile are increasing the taxable values of other sections. The contest cannot be delayed; our people must be prepared for the 20th-Century work or they will have to serve others in a land where it is their inherent right to be princes and kings.

In my humble judgment, a person commits treason when, because of selfishness, greed, bigotry, or for whatever cause, he opposes this movement looking to the emancipation of our people and the bringing them into their rightful inheritance. I believe that when God gave us this mild and salubrious climate, this rich and varied soil, this almost exhaustless supply of timber, this water supply, these mountains filled with coal and iron, and when He caused the richest and most potent blood to inhabit these parts, He at the same time committed to this blood the high responsibility of developing these beautiful resources; and if we fail in making preparation for so great a work, but permit others to come here and do it, we sin against our highest opportunities, and fail to execute the high errand on which we have been sent. Is it not time for our people to come into possession of their own? Should we be satisfied with any less high standard of work for our people than prevails in other sections?

The South can do things. Let us get ready for the great work that lies out just before us.

LOUISIANA.

SUPT. J. B. ASWELL.

Superintendent Aswell's address was based upon a compilation of figures showing the comparative growth of the public school system of Louisiana during the past three years. The following topics were treated in order: the growth of the teaching force, the improvement of qualifications, the increase in salaries, the lengthening of the school term, the accumulation of school property, school-house equipments, the increase in enroll-

ment and attendance of pupils, the amount per capita expended, special school taxes voted, the increase in the number of authorized high schools and the general financial condition of the school funds.

Certain striking features of this growth were brought out and emphasized as follows:

While in general there has been a tendency in the public schools of the United States toward a decrease in the number of male instructors, it is a significant fact that in Louisiana the increase of salaries during the past three years has brought about a large increase in the number of men employed in public school work.

During the period of three years there has been an increase in the number of white teachers employed of 1,327 and an increase in the number of pupils enrolled of 13,273.

The number of public school-houses has decreased 529. This was brought about by the consolidation of schools in various sections and has made possible the better classification and grading of pupils, tending to intensive rather extensive methods of education.

The number of teachers employed who have been specially trained in normal schools has increased 101.

Teachers' salaries, including all grades, have been increased at the rate of \$7.99 a month during each of the three years; that is, the average teacher is to-day receiving a salary of \$24 a month more than was paid three years ago. The average teacher's salary below the high school in 1904 was \$36.99; in 1905, it was \$42.89, and in 1906, it had reached \$49.11. The salaries below the high school, therefore, are shown to have increased at the rate of \$6.06 per month.

The average salary of the high school principal is now \$1,333.33 per year. This increased average has been accomplished in spite of the fact that six parishes in the State continue to pay their principals salaries of from \$30 to \$38 per month—one paying even as low as \$27.80. If these six parishes were eliminated the average would be even more creditable.

In 1904 local school taxes were voted in forty-six districts; in 1905, in seventy-six districts. The amount of local taxes col-

lected in 1904 was \$90,000; in 1905, \$161,000, and in 1906, \$252,000.

The number of school districts now transporting pupils to central schools is thirty-seven. There are a total of fifty wagonettes used in this service.

The amount of money expended for modern furniture and school libraries in 1906 was \$97,000. In 1904 the amount of money raised by local effort for building and equipping public school-houses was \$84,010.76; in 1905 \$334,039.61; and in 1906, \$757,773.56, making the total raised by the local efforts, \$1,200,000; but this is not all; between January 1 and April, 1907, the amount of money raised by local effort and placed in the hands of school authorities was more than \$500,000. If this rate should be kept up it would mean that approximately \$1,000,000 annually would be added to the cause of education through local effort.

ARKANSAS.

SUPT. J. J. DOYNE.

In endeavoring to present in a ten-minute discussion the educational progress and needs of our State, I am placed much in the same position as was a little boy, who, on a certain occasion, took dinner with his grandmother. Being questioned as to whether or not he had enjoyed his visit, his reply was: "Well, I didn't have a very good time; you see, grandma kept telling me to eat all I could and I couldn't." I would like to tell you all I can, but I can't—time is too short.

Increasing interest in our public schools and a manifest determination to better their condition characterized the past year with us as one of unusual progress and activity in educational affairs. The candidates for the various offices, from the governor down, were earnest advocates of the school interests, and no such wave of popular sentiment in their behalf ever before swept over the State. In the Democratic State Convention, held last June, prominence was given to these vital matters, and the platform adopted made special reference to the need

of increased school revenues and better facilities for the training of teachers for the public schools. As a result, many measures, some helpful, others harmful, looking to the general welfare of the schools, have been introduced in the Legislature, and radical changes, let it be hoped, for the best, may be the outcome. Reference to the most important of these will be made later. Much credit is due my predecessor in office for bringing about such an awakening.

The passage of a law in 1905, permitting special school districts to borrow money for building purposes, gave an impetus to this movement, and over three hundred buildings, ranging in value from the imposing high school building in Little Rock, costing \$150,000, to the unpretentious structures in the smaller towns, were erected in 1906. In each case, as far as possible, the aim of the Department of Education was to secure the erection of modern buildings, comfortable, convenient, and sanitary in their arrangement. This movement led to the introduction of a bill before our Legislature, now in session, providing for the loan of the permanent school fund, amounting to over one and a quarter million dollars, under certain conditions, to school districts for building purposes.

While the length of the school term for the past twelve months shows no advance over the year previous, this may be accounted for in large measure by the fact that in many districts the term was shortened in order that a greater amount might be spent for improvement of buildings and grounds.

A marked increase was made in the attendance at summer institutes, the reports showing an enrollment of 85 per cent. of the teachers, and a decided increase in interest in the work being done. As an outcome of these institutes, in many counties there were organized monthly associations, and the enrollment in these meetings has been steadily improving.

The Arkansas Teachers' Reading Circle, organized a little over one year ago, now carries more than one thousand teachers on its roll, most of them doing the reading required in a regular four years' course. The advantages derived from this are seen in a steadily growing interest in professional reading, and the

consequent improvement in the character of work done in the school-room.

In the election held last September, an amendment to the State Constitution was adopted, increasing the general tax for school purposes from two to three mills, and extending the limit of the local tax from five to seven mills. As this will increase the school revenue by more than one-third, it can readily be seen that no measure of greater moment has ever claimed the attention of those interested in educational progress in our State.

The increasing demand for teachers of a higher standard of excellence is best shown by the fact that the number of third grade teachers employed in 1906 was smaller by two hundred and fifty than for the year previous. The salaries of the teachers also show a marked advance, and the question of merit has begun to assume prominence over that of price. In fact, so pronounced has this been, that it has been impossible to find acceptable teachers to supply all the vacancies reported to the State Superintendent, and many schools were forced to take what they could get, rather than what they felt they really needed.

Turning to the other phase of the report, what are the needs of our State? I might say that they are so many, one might conclude, were they all mentioned, that we occupy indeed an unenviable position. I daresay, however, that conditions in other States are not so far different from those existing in ours, since the progress in matters educational has, in but few instances, kept pace with that in other activities.

Better county supervision is an imperative need with us. For years the office of county examiner has been maintained, but this has been very unsatisfactory, as very little, if any, supervision is done by this official, his work being confined largely to the examination of teachers, and his salary dependent on the number of applicants for license. A bill is now pending in our Legislature, looking to the establishment of the office of County Superintendent, with fair prospect of passage.

Arkansas is one of the few States in the Union that have no State Normal. The necessity of trained teachers to meet the present-day requirement in our schools encourages the hope that relief will be afforded by an act under consideration, pro-

viding for a State Normal, whose province it shall be to equip teachers specially for our rural school work.

Two years ago a bill providing for State aid to high schools was passed by our General Assembly, but this met with the executive veto, and hence never became a law. A like measure is now pending before that body, and its friends hope for better things this time. There are at present about one hundred and seventy-five special school districts in the State, in which high schools are maintained, and about seventy private academies doing high school work; but it seems to those who have given the matter fair consideration that good county high schools, well located and made free to students who complete the State course of study for rural schools, will reach many of our youth whose education must otherwise have closed with the work of the elementary school. More than this, the idea is gaining ground that the Preparatory Department of our State University, now enrolling nearly six hundred pupils, should be abolished, and provision made nearer home for caring for the youth, who, from year to year, at much expense, attend this institution. It might be added that the growth of the University in the past four years has been highly gratifying, the enrollment in all departments now being more than fifteen hundred.

Three bills of more or less merit have also been introduced in the Legislature, having for their aim the establishment of Agricultural schools, yet not overlooking the academic side of student life. The tendency of education away from rural life has made itself so evident that the friends of the measure above mentioned look for relief from this condition in some sort of legislation that will send the boy back to the farm no longer endeavoring to carry out the traditions that have been descended through generations, but skilled in those plans and methods that have transformed the old homestead into an inviting haven, and changed many a fallow land into fruitful fields and revenue-producing assets.

Other matters that are engrossing the attention of legislators and the friends of education are longer school terms, compulsory education, consolidation of school districts, State uniformity

of text-books, and a higher standard of qualification for school directors.

In conclusion I have this to say. It occurs to me that the greatest need among all the States is a livelier public sentiment in favor of our schools. All must recognize that the highest degree of civilization is possible only with the highest standard of intelligence. To the schools we must look for the training that shall encourage men to strive to reach this standard. The trite adage, "As is the teacher, so is the school," it seems to me needs some modification. As are the demands of the community, in large measure will the school be. It is granted that the teacher's influence is, and of right should be, far-reaching in a community. There is a divided responsibility, however, and the patron must assume his proper portion of the same. His work can never be done by the teacher, yet it must be done if the school is to reach its highest measure of efficiency. Back of the schools, the social life, the civil life, the political life, stand the people. Their behests are supreme, and the tide of their influence may sweep all before it. Once arouse a community to a realization of its possibilities, to a consciousness of the dangers that lurk in the seductive luring of selfish contentment; once enlist them, full-hearted, in the struggle for betterment of conditions, not for themselves alone, but for the youth in their midst, and the work will continue. In every community there will be a few brave souls, who will be satisfied with nothing less than success, who will return from the contest either "with their shields or upon them."

VIRGINIA.

SUPT. J. D. EGGLESTON, JR.

In my report to the Association of Superintendents of Southern States at Lexington, Ky., last April, I enumerated the acts which had just been passed by the General Assembly of 1906. These acts were:

1. An act appropriating from the State Treasury an additional \$200,000 a year for the pay of teachers in the primary

and grammar grades, making now \$400,000 a year so contributed as a special addition to the regular State taxes for schools.

2. A High School Act appropriating \$50,000 annually to supplement local funds for the establishment of high schools that maintain a standard fixed by the State Board of Education.

3. The Williams Building Act, which enables the school trustees to borrow from the Literary Fund money with which to erect school-houses according to plans and specifications to be approved by the Superintendent of Public Instruction. This money is loaned at 4 per cent. and is to be repaid in ten annual installments.

The appropriation of an additional \$200,000 a year for the pay of teachers in the primary and grammar grades enables many of the local communities to raise the salaries of their teachers. Our statistics are too incomplete at this season of the year to show the full effect of this liberal policy. Suffice it to say that this added bounty on the part of the State has been supplemented by higher local taxes in many of the divisions, and the average salary for 1906-1907 in Virginia will show a material increase over the record of the previous year.

The most important school law passed by the General Assembly was the High School Act. It would be impossible to overestimate the importance of this act and to tell of its far-reaching results. The \$50,000 per year given the State Board to supplement local funds for the establishment and maintenance of high schools taken in conjunction with the Williams Building Act shows the following results in one hundred and ten of the one hundred and eighteen divisions of the State:

Buildings whose erection or improvement were induced by the High School Act, 52; cost of same, \$188,482.40.

Houses erected or improved in part by loans from the Literary Fund, 58; cost of same, \$137,027.72.

Houses erected or improved by other loans on bond issues, 26; amount of said other loans or bond issues, \$196,330.00.

The High School fund for this year has been distributed among one hundred and sixty-eight schools, in amounts ranging from \$200 to \$400 each. It is safe to say that the counties and

cities have contributed not less than \$200,000 additional for pay of high school teachers. Many of the old and established high schools have not asked for State aid.

Viewing the situation in a broader way, returns from the said one hundred and ten divisions show:

Number of schoolhouses completed between February 1, 1906, and February 1, 1907, 236; total cost of same, \$402,898.60.

Number of houses enlarged and improved during same interval, 70; total cost of same, \$93,568.42.

Number of schoolhouses now building, 55; total cost of same, \$263,995.00.

I am of opinion that the new buildings and substantial improvements completed during the year ending February 1, 1907, aggregate in value \$550,000, and the new buildings now in course of erection will cost \$275,000, or, possibly, \$300,000.

These statistics one month from now will need correction and two months hence some of them will be out of date.

We have between twenty-five and thirty transportation wagons on trial in various parts of the State. A fair test of these wagons has aroused a sentiment overwhelmingly in favor of continuing and steadily pushing the idea of transporting children as well as that of consolidating schools. Many consolidations have been effected, however, without transportation of children.

Concerning the remarkable volunteer work now being done in the State through the agencies of the State Teachers' Association and the Citizens' Improvement Leagues of the Co-operative Education Association, I may say that not a week passes without the organization of one or more Teachers' Associations or School Improvement Leagues. More than half of the teachers of the State are enrolled in the various local Teachers' Associations, and they are very active in keeping alive the interest throughout the State. A still more interesting situation, probably, is the fact that the teachers at a time when their schools are about to close are more active, if possible, than they were at the beginning of the session. It seems that they realize that the present movement in Virginia is not for a year or a limited period of time, but permanent in every respect. The increased pro-

fessional zeal of the teachers is one of the most encouraging features of the present educational revival.

The plain truth is that the Superintendent of Public Instruction, the Secretary of the State Board of Education, and the five School Examiners of the State cannot find time to answer all of the calls made upon them to participate in school exercises and educational meetings, notwithstanding the fact that they are ably assisted by many public-spirited citizens.

Both the State Teachers' Association and the Co-operative Education Association are founded upon a plan that makes them representative bodies. Local associations send delegates to the State Conventions. In this way the responsibility for their success is placed directly upon the shoulders of the people and the teachers. This plan serves to emphasize the importance of local work, and makes the annual convention something more than a mere succession of speeches.

We inaugurated last fall an Educational Week, at which time associations representing respectively division superintendents, boards of supervisors, school trustees, teachers and the local leagues of the citizens at large, assembled in large numbers in the city of Richmond in a meeting, of which Dr. E. A. Alderman has said:

"The conception was unique, and the plan larger and more far-reaching than that of any other similar meeting of which I know.

"It was the most impressive educational gathering that I have ever seen in any Southern State, and in the following directions:

"1. The size of the meeting, there being in attendance about sixteen hundred.

"2 The different educational elements represented, from the district school trustees to the division superintendent and college president.

"3. The splendid spectacle of unity in the Conference and the unity of principle and methods evidenced in the spirit of the meeting.

"4. The fine instinct for organization, causing each department to effect a permanent organization.

"5. The high character of the citizenship interested.

"The total impression of it all was the revelation of the fact that public sentiment in Virginia is made up irrevocably on the question of education, extending from the primary school to the university, and the possibility of translating that public sentiment into a reality."

This report would not be complete without some mention of the liberality with which Virginia maintains her institutions of higher learning. To her eight schools of collegiate and normal rank, the General Assembly appropriates the sum of \$437,250.00 annually.

If the tone of this paper seems altogether optimistic, I can only modify the general impression that it will create by observing that although we have many serious problems to solve, it is nevertheless exceedingly stimulating to be at the head of a movement which has the good-will and enthusiastic support of the sovereign people of this State.

NORTH CAROLINA.

SUPT. J. Y. JOYNER.

Since my last report to this Conference, the General Assembly of North Carolina has met in bi-ennial session. One of the principle issues in the campaign waged for the election of the members of the General Assembly was that of educational progress and expenditures. The issue was clear cut; the result was a victory by an overwhelming majority for the advocates of educational progress and the expenditures necessary for such progress. It was to be expected, therefore, that the General Assembly of 1907 would be liberal and progressive in its educational legislation.

The following is a brief summary of the important legislation affecting public education, enacted by the General Assembly of North Carolina in 1907:

I. AN ACT TO STIMULATE HIGH SCHOOL INSTRUCTION IN THE PUBLIC SCHOOLS AND TEACHER TRAINING.

Under this act a special annual appropriation of \$50,000 was provided for the establishment of public high schools in the various counties, and for the maintenance of one teacher training school at some point in Eastern North Carolina. From one to four public high schools may be established in each county, to be located by the county board of education, operated under rules and regulations prescribed by the State Board of Education, the course of study and requirements for admission to be prescribed by the State Superintendent of Public Instruction. Each of these high schools must have at least three teachers, including the high school teacher. Teachers in such high schools are required to hold high school teachers' certificates issued by the State Superintendent of Public Instruction and a Board of Examiners. The minimum salary of such high school teachers is fixed at \$40.00 per school month. To the benefits of this act no school is entitled in which at least five months' instruction in all branches of study required to be taught in the public schools has not first been provided. For the establishment of any high school under this act, not less than \$250.00 must be provided by local taxation, private subscription, county appropriation, or otherwise, and then the same amount will be supplied out of the State appropriation. Not more than \$500.00 is available from the State appropriation for any school, and not more than \$500.00 from the county appropriation.

No high schools can be established under the act in towns of more than twelve hundred inhabitants. The county Board of Education, however, is authorized to contract with the Board of Trustees or the committee of any one public high school of the county provided with buildings, teachers and high school equipment, to permit all children of the county of school age and of sufficient preparation, and all public school teachers of the county to attend such school free of tuition in each high school grade, the tuition for such teachers and children to be paid one-half out of the county fund, or by private donation, and one-half out of the State appropriation, the rate of tuition

for each to be fixed in the contract. For this purpose, however, not more than \$500.00 is available from the county board or other local source and an equal amount from the State appropriation. This provision permits the utilization of the splendid high school equipment and teaching force of a number of the excellent graded schools in some of the larger towns and cities of some of the counties, for the benefit of all the children and all the public school teachers of those counties. Under this act, many of the local tax schools with good houses and two or more teachers can also be utilized for giving higher instruction and preparation for college, and for life, to all the children in the district, and for extending such instruction, also, to all the children of the township and the adjoining townships.

This high school act is a long step in the direction of placing high school instruction within the reach of country boys and girls and of supplying the missing link between the rural public schools and the colleges. The influence of these public high schools in the rural districts will be potent in arousing among the country boys and girls an ambition for more knowledge and better training, in increasing the general intelligence in the rural communities, in improving the rank and file of the public school teachers, in inspiring among all classes of people more respect for the whole public school system. Let us hope that we are already entering the dawn of the day when North Carolina, like many other States, shall have a public school system connected and complete from the primary school to the University.

This appropriation of \$50,000, annually, is the first increase in State appropriation for the lower public schools since 1901. It is wisely made in such a way as to require and stimulate self-help. For every dollar given by the State the community or county must provide another dollar.

The same act provides for the establishment of the East Carolina Teachers' Training School; \$5,000 of the high school appropriation is directed to be used annually for the support and maintenance of a teachers' training school at some point East of Raleigh. The school is to be located by the State Board

of Education, in or near that town offering the largest financial aid, due regard being paid, however, to desirability and suitability of the location. A special appropriation of \$15,000 is made for buildings and equipment upon condition that the town or community in which said school is located shall contribute, in addition to a site, not less than \$25,000 for the same purpose. The purpose of the school is to give young white men and women such education and training as shall fit and qualify them for teaching in the public schools of North Carolina. The course of study is limited to preparation for unconditional entrance into the freshman class of the University of North Carolina. The school is to be under the management of a Board of Trustees composed of the State Superintendent of Public Instruction as chairman ex officio, two members from the first, two from the second, two from the third, two from the fourth and one from the sixth congressional districts. The proposed school and the two teacher training schools in Western North Carolina can be made to supplement most profitably the work of the public high schools in the counties, and the work of the State Normal and Industrial College and the University in the preparation of public school teachers.

II. THE COMPULSORY ATTENDANCE ACT.

This is a sort of local option compulsory attendance law. The County Board of Education of any county, may, in its discretion, upon the petition of a majority of the qualified voters of any township or school district, order and hold an election, submitting to the qualified voters of such township or district the question of compulsory attendance. If a majority of the votes in such district or township is cast for compulsory attendance, the County Board of Education must order compulsory attendance upon the school or schools of the township or district named in the petition. All children over eight and under fourteen years of age are required to attend the public schools of the district in which they reside for sixteen weeks in each school year, unless they shall have received elsewhere during the year regular instruction for sixteen weeks in the public school branches of study. Children over twelve years of age are not subject

to the requirements of this act while lawfully employed at labor at home or elsewhere. Parents or guardians violating the provisions of this act requiring the attendance of children under their control are guilty of a misdemeanor and subject to a fine of not less than \$5.00 nor more than \$25.00. The only excuses for non-attendance are mental or physical incapacity of the child and inability on the part of the parent or guardian to provide the child with suitable clothing for attending school. Persons employing children under twelve years of age, or authorizing or permitting the regular employment of such children upon premises under their control, during school hours while the school such child should attend is in session, are guilty of a misdemeanor. The report, under oath, of the teacher or principal of any school subject to compulsory attendance, showing the names of the children between the ages of eight and fourteen years attending such school, is *prima facie* evidence that the children not enumerated therein did not attend school. The county superintendent is required to furnish to the constable or other lawful officer of the county a list of the children not attending school as required by law, and it is the duty of such officer, upon affidavit of some reputable person that any person has violated the provisions of this law, to cause the offending person to be prosecuted before some justice of the peace of the township.

This is a very mild and conservative compulsory attendance law, and can do no violence to the spirit and prejudices of our people. Any sort of compulsory attendance law, however, in North Carolina is a distinct victory for education, and indicates a remarkable and almost revolutionary growth in public sentiment as to the value and necessity of education, and as to the educational rights of the child and the correlative rights of the tax-payer. In addition to this general compulsory attendance law, a number of special compulsory attendance acts for towns and particular communities were passed. Two counties and several towns of the State already had compulsory attendance laws. Under the compulsory attendance act, communities in which the sentiment and environment are favorable to putting

the law into successful operation will adopt it and begin to demonstrate objectively to the rest of the State its value and practicability.

III. IMPORTANT AMENDMENTS TO THE PUBLIC SCHOOL LAW.

There were only two important amendments to the public school law. The section of the law providing for special tax school districts was so amended as to allow contiguous territory to be added to any special tax district upon written request of a majority of the committee of the special tax district, approved by the County Board of Education, by a vote of a majority of the qualified voters in the new territory to levy upon themselves the same tax as that levied by the special tax district.

By an amendment to the section regulating teachers' certificates and salaries, provision was made for the issuance of five-year certificates, valid in any county of the State to teachers holding a first grade county certificate and having not less than one year's successful experience in teaching. Provision was also made for the issuance of high school certificates. The examinations for both these sorts of certificates and the issuance of them are under the direction of the Board of Examiners consisting of not less than three nor more than five practical teachers, of which the State Superintendent is chairman *ex officio*. The minimum salary of \$35.00 is fixed for the holder of a five-year certificate and of \$40.00 for the holder of a high school certificate. The amendment is a decided step in the direction of the elevation of the standard of teaching, of professional improvement and of increase in teachers' salaries.

IV. INCREASE IN APPROPRIATIONS FOR THE HIGHER INSTITUTIONS OF LEARNING.

The General Assembly of 1907 was perhaps the most liberal General Assembly that has ever met in the State, in its appropriations for the State educational institutions. It increased the appropriations of the University, the State Normal and Industrial College, the A. & M. College, the Appalachian Training School, the Cullowhee Normal and Training School. It also increased the appropriations for the School for the Deaf at

Morganton, the School for the Deaf and Blind at Raleigh. It also increased the appropriations for the Colored Normal Schools and for the A. & M. College for the Colored Race. The total increase in the annual appropriations for the maintenance and support of educational institutions is \$136,750. The total increase in the appropriations for buildings and improvement for these institutions is \$36,550.

V. SPECIAL ACTS ESTABLISHING GRADED SCHOOLS.

In addition to the general legislation affecting education, the General Assembly passed many special acts establishing graded schools and providing for elections for special taxation for their support.

During the year, the educational progress in building and equipping public school houses, in improving public school grounds, in establishing rural libraries, in establishing local tax districts and increasing school funds by local taxation, in improving and strengthening county supervision, in gradation and systematization of the work of the rural schools, in carrying on a campaign for education by bulletins, through the press and by public addresses, in more effective organization of teachers, superintendents, and other educational forces, in the enlargement of the work of the women for the betterment of the public school houses, in improvement in the methods of managing the school funds and keeping the school records, and in all lines of educational work heretofore reported has been continuous and satisfactory.

During the year, 433 new school houses, 44 more than during the preceding year, have been built. The value of the school property has been increased \$542,136.00, of which \$245,609.00 was the increase in the value of rural school property. The increase in the school fund was \$321,949.11. The funds raised by local taxation in the rural districts were increased 92 per cent., in the city districts 26 per cent., and for the State 33 per cent. During the year, 86 new local tax districts have been established, making the total number of such districts in the State to date, 443; \$48,159.78 was contributed by private subscription for increasing the rural school term, for rural school

buildings, equipment and the like; \$594,003.37 was expended for school buildings and supplies, \$282,994.88 in the rural districts and \$311,008.49 in the cities. This was an increase of \$9,150.15 in the rural districts and \$205,744.67 in the cities over the expenditures for the same purpose the preceding year.

There has been an encouraging increase in the average salary of the county superintendent, and a small increase in the salaries of teachers. The average annual salary of the county superintendent is now \$589.55, an increase of \$37.22. There has been a satisfactory increase in enrollment and attendance.

The Loan Fund is still proving one of the most helpful agencies in building and improving public school houses. During the year, \$64,753.00 has been lent for building and improving 69 houses valued at \$146,004.00. This fund now amounts to \$317,113.93, and is rapidly increasing through the sales of swamp lands and through the payment of the annual interest of 4 per cent. on all loans.

The rural libraries continue to increase in number and grow in popularity. During the year, 276 new libraries have been established containing 21,184 volumes, valued at \$8,280.00; 75 supplementary libraries have been established, valued at \$1,125.00, adding to the libraries already established about 2,700 volumes. The total number of rural libraries in the State to date is 1,632, costing \$53,383.85, containing 147,208 volumes accessible to 144,986 children.

One of the most helpful agencies in securing this educational progress has been the ceaseless campaign in which many strong speakers, including public officials, representative business men, representative teachers and other professional men, have gladly taken part, without other compensation than the payment of expenses. We are deeply grateful to the Southern Education Board for the funds necessary to carry on this almost indispensable campaign.

At the conclusion of the reports from the several States through their respective Superintendents, the Chairman intro-

duced the Hon. Joseph M. Terrell, Governor of the State of Georgia, who spoke as follows:

GOVERNOR TERRELL.

Mr. Chairman, Ladies and Gentlemen:

I am glad to be with you this morning at this most interesting conference, and I am very much gratified at the splendid reports of the educational progress of the South. I am delighted that Georgia's oldest daughter, Alabama, has waked up at last, and that her other daughter, Mississippi, has so enthusiastic a leader. It is also gratifying to see the Carolinas and other Southern States appropriating more liberally to the cause of education.

Georgia's appropriation last summer of \$100,000 for an agricultural building at the State University, and about \$200,000 for the enlargement of her other educational institutions; her appropriation of a million dollars annually from direct taxation for common schools; and the law providing for the establishment of eleven Industrial and Agricultural Schools in the State produced a good effect in her sister States. We welcome rivalry in so just a cause. You have done well in your winter sessions of the Legislature. Next summer when our Legislature convenes, Georgia will no doubt set you a new pattern.

While Georgia is justly called the Empire State of the South we recognize the fact that she can only hold that proud title by bringing each generation to higher efficiency. We propose to do this, and we invite all other States to come along with us. Our State Superintendent has not overdrawn the picture. We are in the midst of the greatest educational revival in the history of the State. It affects not merely a few phases of our complex life, but extends to all forms of education, elementary, secondary and university; to literary, scientific and technical training; to professional men and women; to men behind the plow or at the side of the machine; to the girls in the home and in the schoolroom or at the desk. We believe in efficient training for the multitudinous duties of this twentieth century life.

Perhaps I can best illustrate the present attitude of Georgia

to education by describing to you the manner in which the eleven Industrial and Agricultural Schools have been established. The General Assembly at its session last summer passed an act authorizing the Governor to receive from any county or from the citizen thereof, a donation of a tract of land in such county, not less than two hundred acres, on which to locate a school for the district in which the county was situated, together with any additional donation in the way of buildings or money; and if there were two or more offers of such donation in the congressional district, the Governor, with the aid of the Trustees, should determine which donation to accept, and should locate the school after considering the title and value of the property offered, the centralness of location and the accessibility and suitability for the purposes intended. The schools, when located, the law provides, shall be maintained from the net fees arising from the inspection of oils and fertilizers. These fees will amount to six or seven thousand dollars for each school. The Board of Trustees is composed of one from each county in the congressional district and they have the management and control of the school. though the law provides that the General Board of Trustees of the University shall exercise such supervision as in their judgment is deemed necessary to secure unity of plan and efficiency in the schools. This general supervision will no doubt be construed as advisory, and no danger of conflict between the two boards is apprehended. In determining the question of location of these schools I issued a call for a meeting of the board in the particular district and gave notice to the public through the various county papers that the board would meet at a given time and place for the purpose of considering propositions for the location of the school for that congressional district. At each of these meetings we had from two to five bids, and the aggregate of the accepted bids for the eleven districts is over \$800,000 in cash and lands.

The largest amount of these donations came from individuals. In two or three instances cities and towns made considerable contributions, but most of the money and land came as a free will offering from the pockets of the citizens of the county in which the school was located. Were we to aggregate all of

the contributions offered, including those accepted, we should have a sum of over three million dollars which the citizens of Georgia voluntarily offered to donate to the cause of education. In some instances where bids were accepted there were a few large donations ranging from one to five thousand dollars, but in a large majority of the cases the subscriptions were from \$25 to \$100. In one case where an offer of \$30,000 and 300 acres of land was made and accepted by the Board of Trustees there were six hundred and fifty subscribers. In another case where there was \$25,000 and 300 acres of land offered there were three hundred and eighty-five subscribers and, notwithstanding that these schools are solely for white children, ten of these subscribers were negroes, giving sums from \$10 to \$50 each. In this last case there was something over \$25,000 subscribed, but a few were thought to be of little value and were not counted. To the surprise of every one, when collections were made it was found that the sum of \$25,600 had been paid in. The people are enthusiastic over these schools, and their enthusiasm is backed up with their pocket-books. It is enthusiasm, too, that does not end with the location of the schools, as I on yesterday received information that \$15,000 additional to the sum promised had been raised and paid over to the Treasurer of the Board by a county where one of the schools was located. I attribute this enthusiasm to the fact that the schools are just what the farmers of Georgia feel that they need, and I am sure that they will continue to receive their warmest support and encouragement.

As to the scope of these schools, I can best give you my idea by stating the substance of a resolution which I introduced at the last meeting of the Board of Trustees of the State University, and which was unanimously adopted by that body.

(In lieu of a synopsis of the statement made by Governor Terrell a copy of the resolution referred to by him is here inserted.)

RESOLUTIONS OFFERED BY GOV. JOSEPH M. TERRELL.

Whereas the act providing for the establishment and maintenance of an Industrial and Agricultural School in each Congressional District declares in section 1 that "The general Board of Trustees of the University shall exercise such supervision as in

their judgment may be necessary to secure unity of plan and efficiency in said schools;”

And whereas section 6 of said act prescribes “that the course of study in said schools shall be confined to the elementary branches of an English education, and practical treatises and lectures on agriculture in all its branches, and the mechanic arts and such other studies as will enable students completing the course to enter the Freshman class of the State College of Agriculture on certificate of the principal;”

And whereas the paramount object of these schools being the education of the pupils, both theoretically and practically, in the science of agriculture and the mechanic arts, and preparing them for citizenship, a curriculum should be prescribed that will include only those studies which are in their nature and tendency contributory to that end; therefore, be it

Resolved, First. That the minimum age for entrance into said schools shall be fixed at fourteen years for males and thirteen years for females, and that there be an equitable division of the dormitory space among the counties of the district as provided in section 9 of the act, and should all the space allotted a county be not applied for at the beginning of a scholastic year, such unused space may be allotted for such year to any other county.

Second. That the course of study be limited to four years’ work, including at least one year of common school or elementary studies, and that the scholastic year be forty weeks; the school day to be so arranged as to insure at least three hours a day of class-room work in Agriculture and Related Sciences, English, Mathematics and History, and at least three hours a day on the farm or in the laboratory or shop, the hours in actual farm work to be regulated by the exigencies of the farm; the programme being such as to provide for alternation of the work and study among the classes morning and afternoon, thereby securing continuous operation of the farm and shops; the female students to be provided with a practical and comprehensive course in domestic science, sewing, household economics and kindred studies.

Third. That the principals of said schools shall provide from time to time for such lectures on agriculture and related sub-

jects as the funds of the school will permit, and shall also provide for short courses for adult farmers, in so far as the same may not conflict with other work of the schools.

- Fourth. That for satisfactory work done on the farm and in the shops students may be allowed fair compensation by the principal, per hour, or per piece, to be credited on the dormitory expenses of the students. In addition thereto students shall receive their pro rata of the net profits arising from the farm as provided in section 5, but the same shall first be credited to their dormitory and other school expenses.

Fifth. That one-fourth of the students, or such number as the principal may determine as necessary to continue the operation of the farm and shop, be required to remain on the farm during vacation, and for work required during this time the students be given fair compensation. Students of the third and fourth year may be given acre plots for individual cultivation, or small farms for supervision, the profits to be their own, the same, however, first to be applied to payment of their dormitory or other expenses.

Sixth. That the State Farmers' Institutes Director shall arrange farmers' institutes at these schools and secure the help of the faculties thereof in conducting Institutes in other counties; that the Professor of Forestry in the State University be authorized and directed to aid the several schools in caring for forests on the farms; that the Professor of Secondary Education be required to give such aid as is consistent with his other duties, and that the other professors of the State Agricultural College be authorized to co-operate in the work of these schools and that of their respective departments.

Seventh. That the principal of each school shall make an annual report to the Board of Trustees of his district, showing attendance, programme of hours, income and expenditures, and shall furnish a copy for publication in the annual bulletin of the State Agricultural College.

The people of Georgia are thoroughly aroused along all educational lines. Our State University furnishes the capstone of our educational system. This great institution has a number of

branches, which are a great blessing to our people. The North Georgia Agricultural and Mechanical College at Dahlonega has accomplished much for the mountain districts of the State, and is now registering pupils from every section; the State Normal School at Athens is giving to our common school system of the State many able and well trained teachers; the Girls' Normal and Industrial College at Milledgeville, one of Georgia's greatest and most popular institutions, is annually training hundreds of Georgia girls and equipping them for life's duties; the School of Technology is contributing its full share to the industrial up-building and development of the State; and the School for Colored Youths at Savannah is proving a great factor in instilling amongst the colored people a greater desire for industrial training.

During the last four years, in addition to my official duties connected with these various institutions, it has been a real pleasure for me to give to them and to the other educational institutions in the State, all of my spare time. In doing this I have become impressed with the idea that none of our teachers are paid salaries commensurate with their duties. From the chancellor and professors of the University down to the common school teachers the salaries are inadequate, and my information is to the effect that the same is true in all other Southern States. There is hardly a shoe or tobacco drummer whose compensation does not exceed the salaries of the University or College professors. This should be corrected, and I would gladly render this Conference all the assistance within my power looking to the betterment of these salaries. I suggest that you make a campaign along this line, and I here and now authorize you to enlist me for such a campaign. Let us pay such salaries as will attract and hold the ablest talent to the school room. This is the line of progress along which I trust all may be able to report *much progress* at your next annual Conference.

I thank you, my friends, for the interest that you have manifested in these scattering remarks, and I can but regret that I did not come prepared to make you a better talk.

WEDNESDAY AFTERNOON, APRIL 10th

WOMEN'S MEETING.

MRS. J. LINDSAY PATTERSON IN THE CHAIR.

The Women's Meeting of the Conference was held in the Auditorium of the Carolina Hotel on Wednesday afternoon, and was called to order at 3 o'clock by Mrs. J. Lindsay Patterson, of Winston-Salem, N. C., President of the Women's Interstate Association for the Betterment of Public Schools. Mrs. Patterson gave a brief sketch of the origin and work of this Association and was followed by representatives of the several States who presented reports of the educational efforts of the women in their respective fields. Each State was given fifteen minutes with five minutes following for open discussion. The reports and addresses were as follows:

MRS. PATTERSON.

We are most happy to-day to welcome not only the members of the Interstate Association for the Betterment of Public Schools, but the friends and strangers in our midst, and I hope that the hours we spend together may be both inspiring and helpful.

As you know, or should know, every good thing has its origin in North Carolina. So Dr. McIver, that prophet who was an honor to his country and was honored by it until his lamented death, was only following in the footsteps of the fathers, when, in 1902, he organized, at the State Normal College, in Greensboro, the first Woman's Association for the Betterment of Public Schools.

The Secretary's report reads like a romance, so quickly was the importance of the movement recognized. Within a year the Association, which at first included only the school girls of one institution, counted on its rolls hundreds of women from all over the State. Men and women in all the professions and in all walks of life expressed their interest by their words and

work and by their attendance at the second annual meeting. Within three years the Betterment Association had become one of the permanent educational forces of the State. In July, 1905. Mr. P. P. Claxton invited women interested in school improvement to meet at the Summer School of the South, then in session at Knoxville, Tennessee. The meeting lasted two days, and educational conditions in each Southern State were discussed, as well as ways and means by which they could be improved. It was decided that the best solution of the problem was to form an interstate Association, with a president and general officers, whose duty it should be to acquaint themselves with what had been done in all the States, and bind it together into one harmonious, helpful whole. Further, it was decided to appoint State officers who should have charge of the work in their own States, and should as far as practicable, organize it along the lines already laid down in North Carolina, where the work had been systematic, simple and helpful.

Of course I am aware that it would be more seemly for me to throw bouquets at my neighbor States than at my home State, but if you will remember that we are sandwiched between thrice modest Virginia and timid, self-effacing South Carolina, and that consequently it is a life-and-death struggle with Tarheels ever to get their heads above water at all, you will understand why, when an opportunity like this does come, I am forced to improve the shining hour and make all the hay possible. I am glad to admit, however, that while the best work for the improvement of public schools is being done in North Carolina, there are good seconds. Kentucky, Alabama, Texas, Georgia and the two Carolinas now form our Interstate League, and I hope at this meeting steps may be taken to bring in all of our Southern States.

When I think of the work that the Betterment Associations have done during the year for their public schools, I must confess that my feeling is one of good old-fashioned pride and vain-glory. Even a decent regard for the opinions of mankind cannot make me modest. And I know that by the time I have told you all that my ten minutes will allow, you will be as conceited as I am. And we are not going to worry because so much remains

to be done. That will only inspire us to greater efforts in the future. Think what a stupid world this would be if we had nothing to do but sit and fold our hands. But you must have a partial record of our golden deeds. In Alabama, under the wise and enthusiastic leadership of Mrs. J. D. Matlock, School Improvement Associations have been organized all over the State and thousands of dollars raised and expended for the building and equipment of school-houses. Kindergartens have been established, grounds beautified with trees and flowers, books and statuary and pictures purchased. Meetings have been held and interest stimulated in the schools in a way that has never before been attempted. The ladies have attended Teachers' Meetings and Summer Institutes, and have done everything in their power to bring about the realization of their ambition: to have schools where the children will be instructed not only in the three R's. but also in music, drawing, cooking, sewing and practical agriculture, with each department and grade in charge of an expert. They want good roads and free transportation for the children who live too far from the schools to walk. The buildings must be convenient, sanitary and attractive, equipped with all needed apparatus, libraries, etc., adorned with pictures and statuary, and surrounded by spacious and well kept grounds. They are striving to make the school the social, literary and art center of the community. Isn't that a beautiful ambition, and aren't you glad that it is yours and mine as well, and that we have had the blessed privilege of helping even ever so little, to bring it to pass?

In Tennessee an Association, only a year old, reports a piano, free singing lessons, school drills by a retired army officer, good library, pictures and magazines—and all brought about by one woman's efforts.

In Arkansas one Association raised \$400, another \$200, in less than three months; the funds of course being applied to the improvement of schools. In Texas the Women's Clubs are taking up the matter—giving time and labor and money. They have not been able to accomplish a great deal because the State and County Superintendents have not co-operated with them as they

have done in our own States. Why, when help is so sorely needed, it should be refused when offered, is one of the mysteries. However, I am glad to say the Texas women are not easily discouraged, but keep pegging away, and some day they will have their reward.

Virginia reports 243 organizations doing fine work, and I would call particular attention to their wisdom in securing recognition and aid from the press. It is of very great importance. Fourteen Virginia papers publish from a column to a page of educational matter once a week, and 172 papers publish such matter whenever it is furnished them. Each League is asked to send an account of its work from time to time to the local papers.

In my own county, Forsyth, we began work in 1902. One month we drove two hundred and fifty miles, visited thirty-four schools, attended Teachers' Institutes, and talked to teachers, children, committeemen and parents, trying to impress upon all the necessity for libraries, clean school-houses, pictures, maps and blackboards on the walls, and neat and attractive grounds.

We begged that windows be washed and stoves polished, that door mats and wood boxes be provided, and that old papers and boxes be thrown into the fire instead of out of doors. We endeavored by every means in our power to interest the people themselves in their schools; for until they are interested, no improvement can be permanent. Thirty-two of the thirty-four promised to improve houses and grounds, and thus win the set of pictures promised by the *Youth's Companion* to any school so doing.

A number of schools set to work at once to raise funds for a small library. The teachers got up entertainments and charged ten cents admission; they gave lawn parties and sold refreshments; they walked miles after school hours, going from patron to patron to ask for small sums to add to the precious hoard.

The children did their share; they picked up chips and fed the pigs and washed dishes and tended the baby and brought their pennies to help swell the fund.

Sometimes the Women's Clubs, hearing of an especially needy section, would give a set of books; one library was given in

memory of a dead friend who had been particularly interested in the work. Here a little and there a little, the schools have been supplied with reading matter until now instead of six libraries there are sixty.

With magazines the work is easier. Friends and foes have been asked to give their old magazines, pictures, calendars and pretty advertisements. These are sorted into bundles and given to the teachers at their monthly meetings. The pictures are placed on the bare walls, the magazines are placed on the tables where the children can get them. Then when visiting schools we take them papers and magazines.

With a fortune of ten dollars in our treasury, we bought pictures of the native birds and placed them in each school-house. The children had their choice of pictures of places, people or birds, and they chose the birds. When children have done extra good work in cleaning the yard, we give the school a nicely framed picture. Should the teacher alone do the work, the picture is given to her.

We have visited schools in the morning and, returning by noon, have seen the big boys grubbing stumps, the little boys gathering and burning old woods and trash, and the girls sweeping the school-house. Later, we hope to have good walks made, and evergreens planted. One school celebrated the teacher's sixtieth birthday by setting out a row of trees from the road to the school-house.

After each school is visited, a full report of its condition, with the names of the teacher and children who are working to improve it, is published in the local papers, and copies are sent to all interested. This is very important, as it encourages the teachers and brings about a good natural rivalry as to which one shall have the best report. If it is impossible to praise a school, we say simply that it was visited, that is all; but it is enough. Every one knows what that means.

Now, of course, this takes work and time, but if properly managed it can be done without disarranging the household machinery. Maybe you feel like asking what so many people do ask us, "What are your husbands doing all this time?" They are

doing just what they have been doing ever since they had the great good luck to get us—doing their day's work in the world, like men, and coming home joyously in the evening.

October and November are the best months for visiting schools, as the roads are good and the weather is pleasant. We drive about twenty-five miles a day, starting out at nine o'clock, after the aforesaid man of the family has had his breakfast and is down at the office. We visit about five schools, stopping at noon for a picnic lunch for ourselves and to feed and rest the horses. By five o'clock we are at home again, ready to receive, welcome and entertain with the account of our wanderings, the herein-before mentioned gentleman when he returns from his arduous toil.

County after county tells the same inspiring tale of good works. In Caldwell eighteen schools obtained libraries. Cleveland organized an Association which affected all the public schools, \$150 being received for improvements. Twelve libraries were established and twelve houses were improved, the value of which was increased from \$1,800 to \$5,000. In Columbus thirty schools were improved. Two of them raised \$50 for pictures. Cumberland reported that every school in the county was reached, and that \$75 was given for improvements. In Dare a large number of pictures was placed in the schools, while \$150 was raised for libraries and \$50 for other improvements. An enthusiastic branch, whose work affected thirty-three schools, was reported from Greene, where the Association raised \$50 for libraries and \$115 for other improvements. In Henderson every woman teacher in the county was a member of the Association; all the schools were reached, and \$60 was raised for libraries. Madison reported \$11.45 for pictures, \$55 for libraries and \$250 for other improvements. In Rockingham a large Association, affecting seventy-two schools, raised \$50 for improvements. During the year five hundred pictures were hung on the walls of the public school houses, twelve libraries were established, and two houses valued at \$2,300 were built. In Sampson county, which reported sixty schools affected by the Association, \$10 was raised for pictures, \$257 for libraries, and

\$1,500 for other improvements. Libraries were placed in twelve schools, and two hundred pictures were hung. In Surry county, where an Association had been organized with seventy-five members, every school in the county was reached. Twenty-three new houses were built, increasing the valuation from \$1,200 to \$5,750. Wake reported an active Association, affecting fifty per cent. of the schools. In Wayne an Association, organized with 230 active members and fifteen associate members, reached forty-three schools during the year. Seventy-five dollars was raised for pictures, \$464 for libraries, and \$120 for other improvements; 206 framed pictures were hung and forty-one libraries were established. During the three years of its existence our North Carolina Betterment Association reports improvements valued at \$48,000. Isn't that fine? And can't you understand that while I am proud of all of our associated States, my pride in my own is like unto that of Lucifer, son of the morning!

And because the education of children is woman's work as well as womanly work, and the two are by no means always synonymous, we hope the women of all the other Southern States will follow where North Carolina has blazed the way, and that every State and every county will have its Woman's Betterment Association.

When leisure and opportunity meet, there also is obligation. Of man or of woman, to whom much is given, much shall be required. Not men alone brought gifts to the Tabernacle, but the women came also—"such as were wise hearted," says Holy Writ, bringing of their abundance and of their poverty to adorn the visible dwelling place of Israel's God, who had been to both alike the pillar of fire by night and the pillar of cloud by day.

The South claims three plants for her own—corn which feeds, cotton which clothes, and tobacco which soothes. To-day she has added a fourth, the papyrus, that reed immortal, emblem of the written knowledge of the world; and when Paul has planted and Apollos watered and God has given the increase, you will see a great commonwealth that bestows happy homes upon its daughters, and business opportunities that bring for-

tunes to its sons, and you will see more than that, for it will be the land that gives to mankind the imperishable riches of patriotism, of highest aims and noblest ambitions.

MRS. C. P. BARNES.

THE REPORT OF THE EDUCATION COMMITTEE OF THE KENTUCKY
FEDERATION OF WOMEN'S CLUBS.

Mrs. C. P. Barnes, Louisville, Chairman; Dean Irene T. Myers, Lexington; Mrs. Geo. C. Avery, Louisville; Mrs. Wm. Myall, Paris; Miss Marilla W. Freeman, Louisville; Mrs. Herbert W. Mengel, Louisville; Mrs. John B. Castleman, Louisville.

The Kentucky Federation sends greetings and counts itself privileged to be enrolled a member of this Southern Conference of workers for public school betterment.

In all work for reformation, information must precede activity, hence the Education Committee planned its work as follows:

First, Investigating conditions;

Second, Informing the public;

Third, Practical work.

To collect data systematically, this committee sent out the following list of questions to every club in the State, requesting that answers be returned after ~~personal~~ investigation of their schools:

1. How many members has your Board of Education?

2. How are they elected? i. e., Does their election result from political affiliations or from educational qualifications?

3. How long is the term of office?

4. What is the occupation of each member of your Board?

5. How many of your Board had less than a grammar school education? How many had a grammar school education, high school education, college education?

6. By whom are your teachers appointed: by the whole Board, by a Sub-Committee, by Superintendent and Sub-Committee, or by Superintendent alone?

7. How many teachers in your schools?

8. What is the average salary of teachers in the primary grades, in the grammar grades, in the high school?

9. What is the average number of pupils to each teacher in primary grades, in grammar grades?

10. How many of your teachers were native to your town?

11. How many graduates of a normal school have you in your primary grades, in your grammar grades, in your high school?

12. How many college graduates have you in your primary grades, in your grammar grades, in your high school?

13. Have you manual training in your primary grades, in your grammar grades, in your high school? Is it compulsory and regular or at the discretion of the teacher?

14. Have you physical culture in your primary grades, in your grammar grades, in your high school? Is it compulsory and regular or at the discretion of the teacher?

15. Does your Board of Health inspect your school buildings, premises and children regularly, occasionally, in emergencies or not at all?

16. Has your School Board ever passed a resolution providing that all persons engaged as teachers in the public schools must have a certificate from a competent physician to the effect that they are entirely free from tuberculosis in any form, and are the provisions of the resolution carried out?

17. Is the Compulsory Education Law enforced? Have you truant officers and how many?

18. What would be the procedure necessary in order to get your public schools completely divorced from politics?

19. Will you visit and note carefully the condition of your school buildings and their premises, the ventilation, the drinking water, the play grounds? Are the floors and desks kept clean and reasonably free from dust?

20. Last, but not least, what is your opinion, after careful consideration, of the moral atmosphere of your schools? In how far do you think your teachers realize that the end and aim of all education is to develop a moral personality?

Gradually the answers came in, revealing deplorable conditions in our public school system.

Simultaneous with this investigation of our public schools, was one equally searching of our high schools, colleges and professional schools.

We found that first-class high schools were practically non-existent; that colleges were doing the work which should be done by the high schools; that professional schools were weakened because their students came to them unprepared; that there was little articulation between colleges and high schools, and that there was no co-operation between the colleges themselves.

With these facts in hand, we were ready to go before the public. These two investigations were printed in pamphlet form and distributed among the clubs as campaign literature.

Clubs held "Education Day" and invited the public to hear these two investigations of the Education Committee.

This printed report was sent to every editor in the State, with the urgent request for editorial space the first week in February, which had been set apart for "Education Week."

Ministers were personally requested to preach on the subject the Sunday following. Many a preacher took not only his text, but his sermon bodily from this printed report.

Having brought these conditions before the thinking public, our final step was to begin active work.

As Kentucky is an agricultural State, with four-fifths of her population in the rural districts, our first work is with the rural school after the manner of that inaugurated by the women of North Carolina.

We issued our second number of campaign literature containing the following statements:

PAINFUL CONDITIONS.

In the report of the Commissioner of Education for 1902 are tables based on the census of 1900.

Table 24 shows rank of each State in percentage of illiteracy of her whole population. Kentucky is thirty-seventh in the descending scale.

Table 25 shows the rank of each State in percentage of illiteracy of her white population. Kentucky is forty-second in the descending scale.

Table 26 shows the rank of each State in percentage of illiteracy of her native born population, and Kentucky is forty-third in the descending scale.

Twenty-two per cent. of the white children of Kentucky between the ages of 10 and 14 are not in school.

Fifty per cent. of the children of school age are not in school.

Seventy per cent. of her children of school age live in the rural districts.

There are 1,238 old log school-houses in the rural districts.

There are 2,107 schools without seats and blackboards.

There are 4,584 schools without globes, maps, charts and other suitable educational aids.

Another census will be taken in 1910, and if it is to give us a better record than did the last, all the forces of the State must be joined for the improvement of our public schools.

This being the case, the Education Committee of the Kentucky Federation of Women's Clubs appeals to every organization of women in the State to co-operate with them in the work for school betterment.

Believing that the rural schools should be the strategic point in this movement, we beg to submit to you the following suggestions:

Let each organization of Women's Clubs, History Clubs, Current Events Clubs, Literature Clubs, the Colonial Dames, D. A. R.'s, the Daughters of the Confederacy, Council of Jewish Women, Missionary Societies, King's Daughters, and even Sunday-school classes, adopt a country school, make friends with the teacher, and form the following neighborhood committees:

FIRST—A COMMITTEE ON SCHOOL GROUNDS.

Have the stumps removed, ground spaded and trees and grass planted. Have a lawn in front of the school-house and walks at the side. Have a school garden, a group of trees and screens of vines in the background.

SECOND—COMMITTEE ON SCHOOL BUILDINGS.

Have either a modern school built or the old one repaired. Have old rough benches exchanged for good desks. Have black-

boards, maps and pictures on the walls. Have shades at the windows. Have the school perfectly clean before the session opens, and keep it clean. "Preach and practice the gospel of paint and whitewash."

THIRD—A COMMITTEE ON SANITATION.

Examine the water supply. See that the spring or well is in good condition. Have systematic medical examination of the entire school.

FOURTH—A COMMITTEE ON ENTERTAINMENT.

Devise plans for raising money for the library. Have lectures for the neighborhood. Make the school-house the center of civic interest. Occasionally have a lecture or a concert at the neighborhood church.

First, last, and always, uphold the hands of the teacher. Help her, encourage her, invite her to your club or organization. In all let the spirit be, "Thy neighbor as thyself."

With a united effort for the betterment of public school houses for Kentucky the way will be opened for—

Longer school terms;

Normal trained teachers;

Better paid teachers;

School Boards divorced from politics.

Will you adopt a rural school to-day?

MISS IRENE T. MYERS, OF LEXINGTON, KY.

Our local Committee on Education was formed at the time the State Education Committee of the Federated Clubs first sent its appeal for co-operation to every organization of women in Kentucky about one month and a half ago; hence it is too young to present results to you to-day. But during the short period of its existence, it has met with difficulties, and had to face problems, and it has had to decide some questions of policy. We are bringing a few of these things before you, in the hope that from your larger experience you will offer suggestions to us.

To many of you I shall seem to be speaking of very elementary things, but I can assure you that even these have taken cur

time and thought, and perhaps some of you, if we might have the benefit of your advice, could have helped us to begin in a better way. The story of our effort, so far, is as follows:

Our committee went carefully over the women's organizations in Lexington and decided first to place before the Daughters of the Revolution, the United Daughters of the Confederacy, the King's Daughters, and the Chautauqua Circle, a few startling facts which would present to them a vivid picture of the educational situation in Kentucky, and to ask for their help towards improving it. We tell them frankly also some of the ways in which we think they can be most helpful. And here at the beginning is a point where we feel the need of a comparison of methods.

Our State Committee had recommended to the local organizations the adoption by each of some special school, but we knew that this recommendation was to be followed in the spirit rather than to the letter, so we modified it to suit our conditions. Instead of interesting ourselves as organizations each in some particular school, we are selecting certain public-spirited women who live in the country—some of them club members and some of them not—and are asking them to work with the teachers of their local school in organizing the people of their neighborhoods into School Betterment Associations. In other words, we are trying to have the work undertaken by the people closest to it.

Kentucky has been considering the placing of a State Organizer of such Associations in the field during the coming summer. I should like to ask whether this method has been the most successful used elsewhere?

We have had come under our observation one instance, where the external application of well-meant advice upon a group of teachers by a club woman resulted only in irritation. She did not know them personally, and they felt at once that she did not take into account their discouragements and difficulties. Is this situation likely to be created also by an organizer? We have thought that, in so far as we can, we must guard against it; what has seemed to us the best way is, as I have indicated, to let the initiative be taken by one in the immediate neighborhood

concerned. Further, my committee has felt that it will be impossible to keep up, for any extended time, even the externalities with which we deal when we improve school buildings and grounds and look after the sanitation, unless, not only the patrons of the school become deeply and intelligently interested in it, but also the pupils themselves are led through their teacher and through their parents, to regard the school as their own property, and are thus induced to take part in making the improvements. We have felt that although this is a much slower process than to induce some person with abundant means to put things into good condition at her own expense, it is nevertheless a surer process, and will count for more in the end.

Certainly to attain the results we desire, a wise leadership is needed in each neighborhood, and we should like an expression of opinion as to the best way to secure it.

There is another difficulty which we have met just at this point. Our method of going to work consumes a great deal of time, because much talking must be done with each woman who undertakes the organization of her immediate neighborhood. Not only that, but we feel our own poverty of resource when we must offer suggestions. If we had, in accessible form, the experiences of the other women who have done much; if we could give these new workers a few brief but vivid accounts of the work elsewhere, it would be very helpful both to them and to us. I shall have to supply, in some way, the same need in connection with a group of young women in Kentucky University, who have been deeply interested in the scraps of information they have been able to pick up, and who want to be of service in their sections of the State during next summer. I do not doubt that there are other young women in other institutions who could be enlisted in this work if we had some suggestive material to place in their hands.

In our effort to enlist the co-operation of other women's organizations in our immediate section, we turned first to the United Daughters of the Confederacy, and before presenting our plan to the local chapter, I wrote to the president of the Kentucky Division and asked for her assistance. Her response

was most cordial, and after requesting that we forward to her some of our printed matter, that she might send it to the seventy-five chapters in the State, with a personal appeal that they endorse the work and do what they could to add to its success, she continued, "The imperative need of this great work appeals to me strongly, and I stand ready and anxious to render all the service I can. The additional work only assures me additional pleasure, and the success that will come in the end will repay our every effort."

I believe that the Daughters of the Confederacy can be made one of the most forceful influences in forwarding this movement in Kentucky. While they have been devotedly perpetuating the memories of the Old South they have learned to work together with definite purpose. If their loyalty, and energy, and experience in co-operation is directed towards a constructive effort for the New South, it will produce results which we cannot now measure.

In deciding to bring the conditions of our schools before the Chautauqua Circle, which in Lexington is a large organization composed both of men and women, we went beyond the appeal which was issued by the Federated Clubs to women's organizations, and it did not seem to be practicable to make the same suggestions to them which we had made elsewhere. We ask them to study conditions more thoroughly, to give to this effort for the betterment of schools the endorsement of published resolutions, and to aid to the extent of their influence in creating a demand for an aggressive educational policy in the State.

We decided to make a similar request of the Civic League, a body composed both of men and women.

I should like to ask just what sort of appeal has been made elsewhere to such organizations as these? What definite assistance have they been asked to give?

Having seen the advantages of a co-educational policy, it was inevitable that we should seek to bring our plea for better schools before men segregated in organization, as we had before women. And, indeed, why should we not bring this plea straight before the men of the country? It is they who have in their hands

the best means of righting the wrong which is being done to the children. It is they who have cast their ballots for the policy which has been pursued in Kentucky and elsewhere. Surely it is most fitting that they be asked to consider this matter. At any rate, this is the way in which my committee looked at it. Consequently we went to the Director of the Y. M. C. A. of Lexington and got from him a list of the men's organizations in the city, and also some suggestions as to the individuals most likely to be useful to us in bringing the subject before the various lodges, chapters and labor unions. We are not at all sure that it is usual in these organizations to discuss such a question as this of our schools, but we wish that it might become so, and we have the promise that in at least some of them it will be considered.

Does it seem to any one that we are coming too close to the awful pit of politics? But the schools are down there in that pit. We are trying to get together a rescuing party of men, but if they are not willing to go, we shall have to go down there ourselves. Parenthetically, I would say, that the sooner we get all of the *reputable* citizens of our country into politics, the better. In speaking as I have I do not wish to be misunderstood, for we have been given cordial help by most of the men from whom we have asked it. For instance, our papers are edited by men who have given us practically unlimited space for the discussion of the educational situation, and it is chiefly men who are contributing to this discussion.

Again, for instance, when we brought the matter before our Ministers' Union, they took it up with enthusiasm, and resolved to preach each a sermon on education, and to arouse as much interest as possible in the subject. We considered it fortunate that when we went before them we hit upon a joint meeting of the white and colored ministers.

We hope that through the various means, we shall help to make more and more insistent the demand of both our voting and our non-voting population for more efficient educational service in Kentucky.

MRS. L. R. DASHIELL, OF RICHMOND, VA.

Madame Chairman, Ladies and Gentlemen:

The spirit of the Conference seems to be not so much to tell what any particular section has accomplished, but rather what that accomplishment may mean in the way of encouragement to another section.

Virginia has endeavored to do something for her common schools; positively, she has done much; comparatively, there is yet much to do.

The task of all women in Virginia who are interested in the well-being of the great common school is a task of infinite delicacy and much difficulty; but there is no discouragement in it, because the school officials, the State Board of Education and all the piled-up powers that be help to open the way, and by their co-operation, to forward every work. Once in a while one meets a perfectly stiff-necked generation, and sometimes, unfortunately, it happens to be a superintendent. Such a case calls for all the guile of a simple-hearted woman, all the finesse of a Machiavelli, all the endurance of a Spartan, but the end is not yet for that man; he must be sent to meet the visitor and after a long drive from depot to school-house, if he be not converted or dead the visitor would best return home and stay there.

Bear in mind that the aim of the visitor is only to interest the community in its own school; to help the women and the patrons generally to realize their responsibility and privilege; to show them that social progress depends on social co-ordination. If this can be simply and strongly impressed on a handful of earnest women, the leaven is set, and in no community that I know does one fail to find at least one intrepid, influential woman. If such an one become interested the chances are that before sunset ten more will be interested and in ever widening circles the interest will reach until some unwary man finds himself committed to help. Then indeed there is hope of progress and practical results.

In Virginia the work of organizing School Improvement Leagues has not been accomplished through a federation of

clubs, but rather through the Co-operative Education Association, a body composed of men and women, officials and non-officials, with one aim, one hope and one supreme faith—the status to-day justifies aim, hope and faith.

Community effort, community organization, community ambition, zeal, with determination not to cease striving till that particular community has done all to bring its school into its best estate, is the solution of our rural educational problem. Such effort must eventually bring us to consolidation, local taxation and compulsory education. Then perhaps we may rest and expatiate, but not till then.

The gavel is about to fall; I must hasten. By virtue of the untiring efforts of the Co-operative Education Association and the Department of Public Instruction, with the invaluable help of the press, there are to-day in Virginia three hundred and ten local Education Associations, each independent as to constitution and by-laws, as well as to the work undertaken, but inter-dependent and co-ordinate as to ultimate results.

The time is too brief to tell you more of how all this has been done. Suffice it to say that I have been impressed even to the verge of astonishment at a condition which has come to pass for the first time in the history of the world—a condition touching the educational awakening in Virginia. It is this (and remember it is the first time in the history of the world that such a thing has come to pass): The men of Virginia are doing this work and the women are getting all the credit. This astonishes me. What does *not* astonish me is that the Virginia gentlemen know the situation and are too chivalrous to deny us the credit.

You will now hear something of the work of the Richmond Education Association, the pioneer and, at present, the largest Association in the State.

MISS ALICE N. PARKER, OF RICHMOND, VA.

Report of work done by the Richmond Education Association for the city of Richmond:

The influence of the Richmond Education Association upon the schools of the city has increased steadily during its seven years of existence. Its first achievement was the successful transformation of Marshall school into a model school in respect to conditions and equipment. During that first year it also formed a Nature Study Committee which distributed seeds to children, interested teachers in the subject, put window boxes in the rooms, and planted vines on the outside of the school buildings.

The Art Committee undertook to beautify the class rooms with pictures and has distributed many fine photographs and casts among the various schools.

The introduction of kindergartens and manual training into the city schools was accomplished by the efforts of the Association four years ago. Since that time the kindergartens have been increased and the manual training extended all through the school system. In 1901 was established a training school for kindergartners, which is still successfully running and has supplied the majority of the teachers for the public kindergartens.

Two years ago, the Association established Domestic Science classes in the Normal School for Colored Teachers and has received \$3,000 from the Slater Fund for this purpose. These classes—sewing and cooking for the girls, and bench-work for the boys—are under the direction of able teachers, and have proved most beneficial in their results. The School Board has now taken the entire financial responsibility for these classes.

The School Visiting Committee visits the schools twice yearly, comes in friendly and sympathetic touch with the teachers and keeps itself informed as to the needs and lines of progress.

The City History Committee has done much to awaken the interest and the civic pride of the children preparing for these papers on the historic localities in their midst.

In addition to these direct results, the Association has done much to arouse and educate public sentiment in regard to education by a series of free lectures by distinguished men. These lectures take place three or four times yearly and are largely attended.

As part of its work for the ensuing year the Association will use its influence with the Legislature to secure the establishment of a Juvenile Court; the modern means of saving many a boy from the penitentiary in manhood.

In all that it undertakes the Association works in harmony with the school authorities, aiding and abetting them in their plans for progress. Through their combined efforts a much-needed new high school has been secured for Richmond and the salaries of the teachers have received a substantial increase.

MISS CARRIE LEE CAMPBELL, OF RICHMOND, VA.

The Art Committee of the Richmond Education Association has for its *raison d'être*, the placing of pictures and casts in the sixteen schools of our city, either for the improvement of the artistic taste of the children, or for the broadening of their knowledge of historic people and places.

Early in its history the Art Committee secured the permission of the School Board to do this work, and they have ever had the cordial co-operation and appreciation of both principals and teachers.

The committee has been enabled to put into the schools about 150 pictures and casts, besides a "traveling gallery" of twenty-five pictures, which goes from school to school.

One of the first plans for increasing interest and raising money was an exhibit of pictures belonging to the Berlin Photograph Company, at which exhibit a small entrance fee was charged, and the revenue from the tickets sold to scholars in any room was returned to that room for the purchase of a picture. As a result, pictures to the amount of \$225 were put in the schools.

Since that time the work has gone on steadily, the teachers and pupils doing much for their own schools, aided by the earnest principals.

The committee has given lectures and entertainments to raise money, and occasionally some friend has presented them with one or more pictures.

Among the subjects are portraits of great men; copies of

works by Landseer, Bonheur, Millet and Corot, and other pictures of nature; and a miscellaneous number including the *Sistine Madonna*, *Sir Galahad*, and many others.

Recently the leading newspaper of our city (which has always given itself to education) arranged with Caproni, of Boston, to secure a most valuable collection of thirty or forty casts of classic art, for which the pupils were to vote by means of coupons appearing daily in the paper. A two-fold object was thus accomplished; five schools received the valuable gifts, and all the schools received a great impulse in *esprit de corps*.

And so, little by little, the great work is being accomplished and the committee is encouraged for the future.

MRS. J. D. MATLOCK, OF BIRMINGHAM, ALA.

One of the commandments in the decalogue of one of our most ancient organizations is, "Thou shalt hear much; thou shalt speak little; thou shalt act well." Although in their organization women are not permitted, perhaps because of the belief that they love too well to speak, this commandment appeals very strongly to me. However, I am glad of an opportunity to acknowledge Alabama's indebtedness to the Conference for Education in the South for much of the good work that is being done there for education. It was from these Conferences that our former State Superintendent of Education, Mr. Hill, brought the fire of enthusiasm for "School Improvement," and delivered it to the club women, who in turn have endeavored to co-operate with the educational authorities in giving it to the people.

In order to obviate any prejudice that might arise from a fear that we would attempt to meddle with the management of schools, we set forth as our purpose: To stimulate the people in the various school districts of the State to organize school Improvement Associations, the objects of which are to bring about a greater interest in the schools, and to provide for these better material equipment, such as houses, grounds, furniture, apparatus, libraries, decoration, etc. We believe that childhood is

entitled to a comfortable, wholesome and attractive environment and that the people themselves should make an exertion to provide such environment, because such environment and such exertion facilitate the awakening to the world-wonder around us; "the wonder of setting suns, and evening stars, of the magic spring time, the blossoming of the trees, the strange transformations of the moth; the wonder of the infinite divinity and of His boundless revelation."

Those of us who have by study and observation reached the realization that "Earth's crammed with heaven, and every common bush afire with God," we owe it to ourselves and to the world to help to bring about the general appreciation of the fact that wherever we are the place whereon we stand is holy ground.

In December of 1904 the Alabama Federation of Women's Clubs adopted a resolution creating the School Improvement Committee, leaving this committee to find its work. The first work was that of preparation—a study of the needs and how to meet them. We then issued a circular to the people of Alabama setting forth briefly a statement of conditions, and suggesting the formation of School Improvement Associations. The State Department of Education published and distributed this for us, and the press, the physicians, the teachers, the railroads and almost every other force in the State lent us co-operation. At first the members of the committee responded as far as possible to every call to present the work or assist in organizing Associations, however remotely located the community that wanted us. Now that the work is started, our aim is to devote ourselves chiefly to the organization of County Associations, whose duty it is to organize and foster an association in every district in the county.

After less than two years of active work we have eleven County Associations, about fifty District Associations and four City Associations. The following are examples of Association work: At Cleveland, Blount county, a rural community about eight miles from a railroad, the people had erected one of the best school buildings in the county, but felt that they were not able at that time to finish and equip it. The teacher, having heard

at the University Summer School of our plans for school improvement, arranged to have a school rally on the tenth of last August, one of the results of which was the Cleveland School Improvement Association. Within two months it had raised \$871 and spent it for finishing the building and for providing desks, blackboards, maps, charts, a dictionary and stand, a musical instrument, brooms, buckets, dippers, etc.

The Pike County School Improvement Association was organized last fall but did not begin active work till February of this year. It has a membership of one hundred and has organized seven District Associations. Some of the County Associations have offered a prize of \$25 to be given to the teacher of the school that reports the best results in the line of school improvement work during the year. The Alabama Federation of Women's Clubs has offered a prize of \$100 to be given to the County Association that submits the best report this year.

The Birmingham School Improvement Association was organized in February of last year and has raised and expended more than four thousand dollars. The improvements include a grand piano, pictures, statuary, libraries, book cases, equipment of emergency rooms where children may be cared for when taken suddenly ill, apparatus for a department of domestic science, apparatus for play grounds, and, perhaps its greatest achievement, the establishment of the high school lunch. The Association has fitted up a dining room in the basement of the high school, employs an experienced caterer and a servant, and serves a wholesome, attractive lunch for five cents each, to between three and four hundred pupils every school day. This Association has also helped the families of needy children so as to make it possible for the children to remain in school. As a direct result of the efforts of the Birmingham Association, the city has expended for the schools about seven thousand dollars. Four thousand dollars of this was spent for a play ground.

Last month our Legislature enacted a law appropriating \$67,000.00 annually for building and repairing rural school-houses. In order to secure a portion of this money a community must raise at least as much as it receives from the State. The

School Improvement Association is a most convenient instrument for raising these funds, and we expect by the end of this year to have a County Association in every county in the State.

“To diffuse useful information, to further intellectual refinement, to hasten the coming of the great day, when the dawn of general knowledge shall chase away the lazy, lingering mists of ignorance and error, is indeed a high calling.”

MRS. ERWIN CRAIGHEAD, OF MOBILE, ALA.

Ladies and Gentlemen:

In the short five minutes allotted to me I am asked to give you the personal touch, just a little about my individual work with rural communities in organizing School Improvement Associations, and naturally I am going to tell you about my banner Association.

Soon after the committee appointed to this line of work, by the Alabama Federation of Women's Clubs, had made a beginning I received a letter which made a simple direct appeal to my sympathies. It said something like this: “Dear Mrs. Craighead: I see by the papers that the women are taking up school improvement for the benefit of our children. Thank God! for now something will be done. * * * Won't you please come up here and improve our school, etc. * * * We will give you a hearty welcome.”

Of course I went, first telling the dear woman that it was not my mission to improve schools, but to try to inspire members of communities like hers to unite for that purpose. This community was one of farmers; the center of it was not even a village, but just a store, which is also the post-office, with a cotton gin near by, which is also the grist mill.

I made a visit to the school-house and afterwards talked to the people in the little church near it; they listened most attentively and before I left I organized a small School Improvement Association. As I was leaving the church and found myself in the usual group of young men and half-grown boys waiting about to chat with the girls, I drove them into a corner, so to speak,

and extracted promises that they would help the ladies whenever called upon, especially with saw, hammer and nails.

At that time the school-house consisted of one room, unfurnished, and unfinished inside and out; rough outside and unpainted; badly ventilated; only benches, and very few blackboards; and no school conveniences. The play ground was right in the woods, wild and unkept, and there was no water convenient. In a year's time the little School Improvement Association, with only eight active members, raised enough money by securing associate members, whose dues are one dollar per annum; by giving little picnics and bazaars, and by securing donations, to add an extra room with wide open doors between; to ceil the whole building; to put in windows that can be lowered from the top, thus giving proper ventilation; to put blinds on the outside and to paint the building inside and out. They also put in new improved patent desks enough for all the school, also a supply of blackboards and a good stove. They have rented a piano and some of the children take music after school hours from the little school teacher, who is also a musician. This is not all—a good well has been dug in front of the school-house and the acre of ground has been cleared up, the underbrush cut out, the pine trees have been done away with, leaving the oaks to grow and beautify the play ground. Three months pay school has been added to the five months free school, thus giving a session of eight months.

Last year this Association was the banner organization of the State and won the prize of \$25 offered by the State Agricultural Fair Association to the District Association making the best report for one year's work. The report in full is as follows:

1. Name of School Improvement Association, China.
2. When organized, May 21, 1905.
3. Number of members, eight.
4. Number of children of school age in district, 32.
5. Number of children enrolled in school, 32.
6. Work accomplished, to-wit: One building nicely furnished with two departments connected by double doors; cost, \$500.
7. Play grounds: One acre nicely shaded with natural growth.

8. Furniture and equipments: Sixteen patent desks that cost \$50; 5x20 feet of blackboard that cost \$11.50; one heater, cost \$15; teacher's desk and chair, cost \$3.25; two school bells, 50 cents; glass, comb and brush, \$1.00; bucket, dipper and pan, \$1.00; and one map, \$2.50.

The paint, which cost \$25, has just been bought to paint this school building, which completes the building.

Number of School Improvement Associations organized by the President and Treasurer of the China School Association, two.

We have visited four other school districts that have failed to organize as they should, but they are building nice school buildings. The treasurer gave a good talk at each place on school work, and took up a nice collection for each school-house.

(Signed) MRS. J. E. WITHERINGTON, President.

You will see by the concluding paragraph of the report that this little Association has become imbued with the missionary spirit and, having helped its own community, is now anxious to help others in the county. The president wrote me not long ago that she and the treasurer intend to organize all the little districts within their reach if it takes them a year to do it. Don't you think that this good example could be followed by other small communities?

MISS MARY T. NANCE, OF ABBEVILLE, S. C.

REPORT OF WOMAN'S WORK IN SOUTH CAROLINA.

Madame President, Ladies and Gentlemen:

There are so many reasons why I am glad to be here that I can't enumerate them all.

First, I deem it a great privilege to be given the opportunity of telling this body of intelligent, original thinkers something about woman's work in South Carolina for the improvement of rural schools.

In the second place, I know that I shall receive inspiration that will be invaluable to me as a teacher and as a woman truly

interested in the improvement of rural conditions in the South and more especially in my own State.

During the years that I spent at Winthrop College I learned to appreciate North Carolina very much, for some of our finest students were from your State. Then, too, our much beloved President, Dr. D. B. Johnson, who was the founder of this institution, was one of the closest friends of your late highly honored and devoted laborer, Dr. Charles D. McIver. We as a State mourn the loss of this great, good man, who if God had seen fit to spare him longer, would have extended his influence so widely that it would have been felt in the remotest rural districts of the South. I feel that I can not pass to my report until I have paid a heartfelt tribute to Dr. McIver. I believe that he worked gladly, not for fame or remuneration, but always and ever for the good of others. His work was as near perfect as he could make it, and what he did for the great cause of education will be more valuable to the Southland the longer it lives and the older it grows.

The most important work of any nation is the education of the masses, the development of a higher average citizenship. Until every child has had the chained power within him set free, until every girl and boy has been made to know his capacity, developed by consecrated and efficient teachers, that nation has not yet had the Christian civilization.

In the spring of 1902, President Johnson, of Winthrop College, became much interested in the work of improving the country schools in South Carolina. Believing that the women of the State could do much toward improving existing conditions in rural communities, he called to his assistance the 1902 senior class of Winthrop College and laid before them his plan for improving the buildings and grounds of the rural schools. The class organized an Association, and each member of this body pledged her support to the improvement of rural schools in South Carolina. A constitution was adopted and women all over the State were urged to band themselves together in like manner. Such was the origin and organization of the South Carolina Association for Rural School Improvement. During

the summer, the President of the Association, together with two co-workers visited many schools in the State, urging upon the parents and children the importance of education, and in many communities laid the matter so heavily on the hearts of the people that they organized local Associations for school improvement. The work has grown so rapidly and has assumed such proportions that time will not permit me to tell details as I would like to do, for I feel that I must give you a general outline of what has been accomplished in our State.

An annual meeting is held each year, and at these meetings prominent club women, teachers, and many public spirited women who are interested along this line, meet together and discuss subjects dealing with theory as well as those of a more practical nature.

Reports of the conditions and needs of rural schools in each county are given by the delegates. These are very interesting and instructive. I think perhaps a few extracts from these reports will give you a clearer idea of conditions in various parts of our State than anything I could say. The following extracts are taken from reports given by some of the delegates at the last annual meeting, which was held at Columbia during the holidays:

1. "In Florence county, during the past year, *five* new school-houses have been built, and ten have been remodeled. Nearly all of those which were not already ceiled have been ceiled and ten have been painted. * * *

"Patent desks have been placed in nearly all those that did not already have them. Pianos have been placed in two—the first rural schools in the country to buy pianos. To-day nearly all the school-houses in Florence county are very well furnished. There has also been great improvement in the school grounds.

"In two instances consolidations have been made. * * *

"Three districts have voted special tax; one three mills; one four; and another six. * * *

"Four years ago, the value of the best school-house in the country was about \$200; to-day, the value of the best is about \$6,000, and the average value is about \$250. * * *

"Four years ago, only ten or twelve school-houses were ceiled; to-day nearly all of them are ceiled. * * *

"Four years ago, only four school-houses were painted; to-day about twenty-five are painted. * * *

"Four years ago, patent desks had been placed in only four school-houses; to-day they have been placed in over forty. * *

"Four years ago, only two districts had special tax; to-day fifteen have special tax."

2. "Our greatest need is a deeply rooted public sentiment for better school houses, better equipped school rooms and more beautiful school grounds. In short, many of our rural school districts need to learn that the really beautiful is the really useful."

3. "At our spring meeting interesting papers were read showing good results where the Association has taken root. More attention is being paid to Arbor Day. * * * Libraries are coming into schools where they had not existed, and where they were already established new books are being added. * * * One lady reported a library for her school and said that she had secured one the year before for a neighboring school before she joined the Association. She said the spirit of the work was with her always. * * * One school under the leadership of a good director raised forty or fifty dollars toward school improvement."

4. "In our county, during the past year, twelve school-houses have been built, sixteen schools have been equipped with patent desks, fourteen libraries have been established, several of those established before have been increased, eight districts have voted special tax and several of the school buildings have been repaired and painted. There are thirty school districts now that have the special local school tax and fifty-one schools that now have the established library and nine book cases. The Olivet school building, which resulted from the consolidation of three schools, was awarded one of the \$100 prizes offered to the ten schools making the greatest material improvement."

5. "Nearly every school has a State library. I know of one school where the patrons raised ten dollars and rather than take

another ten from the district raised this also, making a sum of twenty dollars. The books were read by old and young."

6. "I asked the children to bring pennies or eggs to buy something for the school-room, and they chose a blackboard. Occasionally I had a contest of some kind, and each child would pay a nickel to take part. Finally, I decided upon an entertainment to raise money for a fence. Wishing to draw all the people into this, I chose 'The Family Album,' in which the parts were taken by the people of the community, from a child of five years up to old gentlemen of seventy. This required only one rehearsal, and was a great success. The people generously contributed ice-cream and cake, which we sold."

At the last annual meeting the name of the Association was changed to the School Improvement Association of South Carolina, but its aims and purposes remain the same. Just here I would like to state that no fee in dollars and cents is required to become a member of our Association—only a pledge to do at least one thing for the improvement of at least one school some time during the session. Our State organization is a department of the State Teachers' Association and the county work of these two organizations is closely allied. Through the county Associations many local Associations have been formed and it is with *these* Associations that the *real work lies*. The purpose of the local organization is to unite all the people of the community for the improvement of the school: (1) by placing in the school facilities for health, comfort and education, together with objects of beauty; (2) by planting trees, shrubs and flowers in the school grounds; (3) by encouraging the establishment of a library in the school; (4) by making the school a center for the community for furnishing instructive amusements.

Of course, discouragements are met with in this work as in all other work that one undertakes; still the difficulties are never so great that they cannot be overcome by a tactful person. The secret is to get the patrons interested, and the general rule for awakening this interest is to make it plain that the proposed plan will result in benefit or pleasure to those who are asked to assist in its execution. The teacher is supposed to be the leader

of the local organization and the way in which she can interest the patrons is to interest the children; and the way in which she can interest the children is to be herself interested.

The improvements that have been made by the local Associations range from a cake of soap, a wash basin and towels, to libraries and pianos, new buildings and better paid teachers.

The county organizations have two yearly meetings—one in the fall to plan for the year's work and one in the spring to give reports of the improvements that have been made during the year.

The State Association offered last year ten prizes of \$100 each to the rural schools of the State for the most decided material improvement made during a given length of time. Under material improvements are included: Local taxation, consolidation, new buildings, libraries, interior decoration, the beautifying of yards and better general equipment. There were many applicants, and the executive committee found the task of awarding these prizes a difficult problem, for most creditable work had been done by all.

The trustees of Trinity School, of District No. 27, in Clarendon county, raised \$1,500 by private subscription for the purpose of building a new school-house. The subscriptions ranged from 25 cents to \$215, and the astonishing part of what these people have done is that there is only \$65,000 worth of taxable property in the district. This school was awarded a prize of \$100, which was expended as follows:

Paint and painting.....	\$76 00
Interior building material.....	10 00
Chairs	10 00
Balance	4 00

This prize was won by a man; so I must give you an example of the work accomplished by the women, and please bear in mind that out of the ten prizes only two were won by men. A woman sent to the Executive Committee the following statements:

1. "The Wallace Lodge School in 1905-06, occupied the lower story of a most dilapidated Masonic Hall, for the use of which the payment of insurance was judged ample rent. It was des-

stitute of all modern improvements, save a few desks. It had no library, no maps, globes, charts or pictures. In the winter the building was heated by an open fireplace, and the broken windows and the broken ceiling offered us little protection against severe weather.

2. "Flint Hill School was in such a condition and so illy furnished that it was sold for the small sum of ten dollars.

3. "Young's School, formed by the consolidation of the Wallace Lodge School and Flint Hill School, occupies a commodious building, consisting of two large rooms connected by folding partitions, and thus capable of being made into an auditorium for the purpose of lectures and other exercises. The building is equipped with modern desks and a library. We have recently added a handsome chair and table for the teacher; a large drawing and reading table; map of United States, flag of United States; engravings of all of the Presidents; a series of Longfellow's engravings; some copies of famous pictures; charts; a wash basin and towels. A donation has been made to the reading-room of the *Youth's Companion* and *The Little Folks' Magazine*. The *Daily State* is used to get up current events. The building has been painted inside and outside. Thus, from a twenty-five dollar school building and grounds, and a dilapidated rented house, we now have a well-furnished modern building.

"Value of whole property at present, \$1,000."

This method of giving prizes has proven so successful that the State Association has this year offered fifteen prizes under the same regulations. Five are to consist of \$100 each and ten of \$50 each. Applications for these are already being received.

Two bulletins of general interest to members of the Association have been issued by the Executive Committee within the last year.

The Association has been officially placed upon the roll of the Federation of Women's Clubs, and will be represented at the annual meeting in May by two delegates, who are to serve on the programme.

The Federation has placed at the disposal of the School Improvement Association its 130 traveling libraries and its travel-

ing art gallery. Mrs. Eugene B. Heard, of Middleton, Ga., who is the General Superintendent of the Free Traveling Library System of Seaboard Air Line, has made the president very courteous offers of the use of her traveling libraries, and also offered to furnish seeds, etc., for school gardens. It is to this library system that Mr. Carnegie contributed so liberally when it was first put in operation.

Although I was given no time limit, I fear that I have already trespassed; but in conclusion, I should like to say that I believe a great future awaits woman's work in every Southern State. We cannot expect to accomplish everything in a short time, and although we may meet with failures at times, we must "screw our courage to the sticking place" and go forward with the determination to conquer the absurd idea that four bare walls and a few straight-back benches constitute a place suitable for any Southern boy or girl to be kept seven or eight hours a day. The problem of improving the rural schools is the greatest that we have to solve to-day. The foundation of education of the majority of our people is laid in the rural schools. This fact alone will bring us to the conclusion that to give the children in the rural schools better advantages is a necessity. The members of the School Improvement Association of South Carolina are working with one grand aim, to give the children in the country communities better advantages in the way of buildings and grounds, thus brightening their environment and developing in their young hearts a love for the beautiful.

"The prosperity of the State does not depend upon the amount of education which some of the people have, but upon the education possessed by all the people in the State."

To the Conference I bring greetings and good wishes from the School Improvement Association of South Carolina. It is our wish that the Conference may live long and shed its rays of good work into every part of our Southland.

MRS. A. A. McKISSICK,

President of the South Carolina Federation of Women's Clubs.

The educational work of the South Carolina Federation of Women's Clubs is carried on through the Kindergarten, Traveling Library and Educational Departments, and ranges in scope from the nine free, and the two pay kindergartens supported by the affiliated Clubs and Associations, to the Training School for Kindergartners, under the control of the South Carolina Kindergarten Association, and the Scholarships (owned by the Federation) in the various educational institutions in the State. We now have 134 well cased traveling libraries, which are in great demand among our rural schools and are given free carriage by the railroads of the State. By the affiliation of the School Improvement Association with the Federation, a larger field of usefulness is opened to the Club women, but the greatest good will be the personal touch of teachers with the Club women, affording a needed opportunity of bringing about a closer union between parents and teachers. The Federation as a whole takes an active interest in all educational matters, working for compulsory education, manual training in the public schools, better teachers, better salaries for them and better equipment for the public schools.

Under the direction of our Civic Department, many Clubs, Leagues and Associations are working with the public school authorities for the improvement of the school grounds, or for the decoration of the interiors of the school buildings.

Many of the Clubs supply current reading matter, such as papers, magazines, etc., for the "Reading Table" of the country schools; and to their credit be it said that their contributions are not confined to any one school, but some of the Clubs average twenty-five or more schools per month.

These are some of the material benefits that come from the work of our State Federation, but no one can say where its influence for good for the uplifting of our State shall end.

MRS. WALTER B. HILL, OF ATHENS, GA.

REPORT OF THE GEORGIA SCHOOL IMPROVEMENT CLUB.

HISTORY.

At a meeting held in the office of Governor Joseph M. Terrell, at Atlanta, in the spring of 1904, an educational committee to work in the interest of education in the State was appointed as follows: Chancellor Walter B. Hill, Hon. Hoke Smith, Ex-Gov. Northen, Bishop W. A. Candler, State Superintendent W. B. Merritt, Superintendent M. L. Duggan.

This committee issued an address to the State, in which, among other things, they said, "Realizing the strong devotion of the women of the State to the welfare of the children, we appeal to them to organize School Improvement Clubs in every county and locality." In July, 1904, a Georgia Educational Conference was held at Athens, at which the following resolution was adopted: "We appeal to the women of Georgia to organize themselves into School Improvement Clubs, and thus to bring to bear in behalf of educational interests, and of school buildings, those fine qualities and powers of womanhood which make them so indispensable to the churches of the land."

STATE CLUB ORGANIZED.

In order to carry out the foregoing objects, a State organization was effected in August, 1904, during the meeting of the University Summer School at Athens. A constitution was adopted in which the foregoing resolutions were quoted as the preamble. The constitution is as follows:

"Its special object is to enlist the women of every community in the State to organize themselves into local School Improvement Clubs, having in view the improvement of school buildings, and the introduction of pictures and libraries, the beautifying of the grounds, the addition of school gardens, and all the facilities for making the school neat, clean and attractive.

“The officers of the State club shall be a president, vice-president, secretary, treasurer and executive committee, who shall perform the duties usually incident to such offices. They shall hold office for a term of one year. Annual meetings of the State club shall be held in connection with the University Summer School. To these all local clubs are invited to send representatives and to make reports of betterments that have been made in school buildings and premises.

“The management of the affairs of the State club shall be vested in the executive committee, composed of the officers above named, the president of the Summer School and the State School Superintendent.”

The working machinery of the School Improvement Clubs has been planned to be of the simplest kind. There is very little constitution, and no dues, unless voted by a local society. There are generally committees appointed for membership and for public meetings, a House and Grounds Committee, a committee for social occasions, one for libraries, and one General Utility Committee, which the good wife of a Baptist minister declares to be the “chink-filler,” since the members of this are to do everything left undone by the other committees.

In the beginning, the work of this School Improvement Club was confined to the preparation of a bulletin, which, published with illustrations, set forth the plan and purpose of the organization. It included also the sending of circular letters to the County School Commissioners, asking them to appoint three or more competent women who would be willing to undertake the work of county and district organization and promote the formation of local School Clubs. From the first, a very lively interest has been shown, and the correspondence from all parts of the State has had a steady growth.

In addition to our first bulletin, in 1904, we have since added to our circulative literature: (1906) A blank report form, for use of clubs and teachers; (Nov. 1906) “Agricultural Gardens, for Public Schools”; (May, 1907) “Improvement of School Grounds.”

In many of the counties, our Commissioners have been the best, most loyal, and appreciative of our many friends, and

they have accomplished some fine work in interesting their counties in this plan for awakening the general enthusiasm of the people in the betterment of the schools.

Since the Lexington Conference of last year I have given most of my time and effort to the advancement and development of this work, with gratifying results. The responses from all parts of the State show a steady increase of interest. In many places the teachers have taken the short cut, getting the club work started among the scholars and hoping through them to interest the parents. These school clubs have done very fine work, and could be made still more valuable as auxiliary to, and under the leadership of grown-up clubs.

As the result of the campaign, since last summer, we have the names of chairmen of county committees in seventy-six counties, with ninety-seven local clubs; some of these dating their organization several years back, although the majority of them began active work in 1906 and 1907.

Numerous clubs have begun work without making any report, and in consequence we do not at present know the exact number of clubs.

Since the betterment of the conditions of our school-houses and grounds must represent an evolution and growth within individual communities, not a revolution working from without, one factor essential for the steady growth and perfection of this plan for school improvement is the sympathetic co-operation of the County School Commissioners. Of all the active forces for educational work in our State, these county officials come closest to the daily lives of our people living in the small towns and in the country. They know the needs of their own county people; they understand more thoroughly the conditions under which they live, and they are thus more keenly in sympathy, perhaps, with their ambitions, purposes, wishes, and failings than any others can be.

The second essential factor is the willingness of earnest, competent, "all-round good" women in the small towns and outlying country sections, to undertake such a labor of unselfish love, looking not only to the betterment of the school-houses, grounds, teachers, and teaching, but through these to the gradual

building up of a finer social spirit, a community of interest, among the patrons of our common school.

These good women, whether college graduates or taught at home, must have added to willingness and goodness that exquisite, spiritual essence, enthusiasm, without which nothing good or great was ever achieved.

To have permanent and steady growth of public sentiment, to succeed in a healthy development of interest rather than a sudden, sporadic growth, which, like Jonah's gourd, will flourish and as quickly fade, the real workers for school improvement, for the uplifting of school standards and the changing of community thought, must be found in the people themselves of each county and district. Organizers and lecturers may be invited; they can do much good. They do inspire enthusiasm and they may charm by their eloquence—but when they are done with their speaking, they straightway depart, and soon forget what manner of folk we are. The real workers are the home folks who stay, after the eloquent and inspiring vocal pyrotechnics have cleared the atmosphere and have given a clearer view of duties from the wonderful pictures of what others are doing. They have to stay by the stuff, whether they want to or not. Those who love their children and are putting their lives into their welfare, and who also love the neighbor's children (if not the neighbor himself), are the ones who must put the shoulder to the wheel, and push along the lively and growing bundle of neighborhood aspirations and ambitions, until it be made into a compact and orderly shape for the betterment of their own school, their own school library, their own school grounds, and individually their own selves.

Emerson says: "A man is a bunch of relations, a knot of roots, whose flower and fruitage is the world." He might have added to this, the thought that very often the finest flower and fruitage have been from the deepest roots, which were never transplanted for finer leafage far from the smoke of the homestead chimney.

It is a good thing for country people and local leaders to learn what people in other sections are doing. Now and then a trip from home to some other county or larger town for the pur-

pose of looking into conditions existing elsewhere and comparing these with the home conditions, has had very valuable effect in waking up individual and community interest in the solving of problems at home. The rolling stone, when it can be induced to return, sometimes furnishes to the home world a certain element only obtained by rubbing against others of like nature.

You remember the answer of the old daky too much inclined to roam. His master remonstrating, said, "Sam, don't you know a rolling stone gathers no moss?" "No, Marse Jule, but it gadders polish."

But neither the organizers, visitors, news from abroad, nor the return of the rolling stone, however inspiring in themselves, can take the place of a steady, determined purpose on the part of our stay-at-home, reliable folks, to concentrate their unselfish interests on the betterment of the school-houses, and on the awakening of public sentiment to the needs of our rural schools.

The ambition of this club is directed toward helping to build up a better understanding of our country people as to what constitutes the finest independence, and what makes for the most satisfactory conditions of community life.

The aim of each local club is to have a well-built school-house, thoroughly equipped with the best appointments, and with carefully planned grounds or garden. Set in the midst of the community life it should be a source of common interest to the people living there, a vitalized centre for social, moral, and intellectual life. When this is accomplished, good teachers and full length of school terms will naturally follow.

As the result of the untiring work of these clubs throughout Georgia, we hope within a very short time to see every boy and girl who lives in the country receiving equally as good and equally as much school life as the pupils of city schools.

In building up the school interests we hope and plan to build also for a finer, broader, more sympathetic living for our rural population, that whether our country children grow up to be farmers or leave home for other places, they will be representa-

tive of the best and truest growth our State can produce—honest, educated, godly men and women.

MRS. M. E. LIPSCOMB,

President of the Georgia Federation of Women's Clubs.

REPORT OF EDUCATIONAL WORK DONE BY THE WOMEN'S CLUBS OF
GEORGIA.

Ten years ago the Georgia Federation of Women's Clubs was organized in Atlanta. At the first, education was adopted as its special work. Its interest extended from the Kindergarten to the University, but very soon a large share of this interest was directed to the problem of the rural school. A close connection between the Federation and the rural school was established by the large traveling library work which was early initiated. In taking books and pictures to the country people we soon found that they were not possessed of much schooling of any kind and that such as they had was not calculated to help them in their communities. Thus began the experiment of the Georgia Federation in the model rural school. At the suggestion of Prof. Branson, who was among the first contributors to the fund, a model school was established at Danielsville in connection with the country school. Eight hundred dollars was raised by the Federation and that amount, together with that raised by the county, went into this work. There were three things the Federation insisted on:—garden and village improvement, library work, and, above all, industrial training. Last year, when interest in that work flagged, help was immediately withdrawn. This year, industrial training has been re-introduced and again the Federation has granted help. Five hundred books have been sent as a permanent library and financial aid has been added for the salary of the industrial teacher. Several years ago it was to this school that Mr. Peabody sent aid by a liberal contribution for a piano.

The next work of the Federation in the line of industrial education was the establishment of the Floyd County School

in Watters District. This is, perhaps, the most isolated and inaccessible of all the schools maintained by the Federation. To the country school has been added a workshop, a kitchen, and a large, eight-room dormitory. In this dormitory the teachers live, together with some of the children whose homes are in a remote part of the district. The local club at Rome has the care of this school and contributes most of the money for its support. It has received generous help from the Federation and also from the Southern Education Board.

The Cass Station Model School was a gift from the Massachusetts Club women to the Georgia Federation. When Massachusetts heard of the zeal with which the Clubs were working to create a sentiment in favor of the passage of the Child Labor Law, she sent this message: "What can we do to help you in your work?" Mrs. Granger, the president, returned this answer: "Help us in our rural schools." Forthwith there came a check of one thousand dollars for the establishment of an industrial department of education at Cass Station, and each year they have sent a check to cover the salary of that teacher. Last week the Club women secured a piano for that school. These three industrial schools are the special work of the Georgia Federation.

The Club women are now at work to establish a fourth industrial school at Tallulah Falls, the most beautiful and romantic section in the State, but the most needy. Five acres of beautiful land have been contributed; \$581.48 is in bank for this purpose, five hundred more in subscriptions, and in addition there are promises of help in lumber and building material. Mr. Samuel Spencer sent a check of \$100 to this fund and asked that it might be credited to his wife. The plans are now in the hands of a contractor. The Club work is to establish these schools wherever they are needed, to equip them with good libraries and an industrial department, and to insist on the work being properly done.

The Daughters of the Confederacy, nearly of all them Club women, and in some places federated with us, are working side by side with the Federation in industrial education. Instead of raising monuments of cold marble to their illustrious dead,

they are building schools for the living. By them was built the Winnie Davis Memorial Dormitory at the State Normal at a cost of between twenty and thirty thousand dollars. The Southern Education Board gave generously to this work, as also did the State, influenced by sentiment created by the women.

The women of the State have furnished all the bed-rooms as memorials. The Children of the Confederacy have furnished the parlors and halls and the money for the stone steps. The fact that the State Normal School at Athens has industrial education is directly due to the women's demand for it as a condition of locating the Winnie Davis Memorial there instead of at Milledgeville. The Model Rural School movement has three functions which commend it to us as the best formulated plan we could adopt for the maintenance and success of such work:

1st. It co-operates with the already established county schools.

2nd. It demands financial aid from the community, thus helping self-help.

3d. It guarantees two important things: (a) That the industrial instruction shall be the kind that instructs, because it is supervised by experts through the Federation. (b) It guarantees that funds invested shall be used to the best advantage, because they pass through responsible and conscientious hands.

In 1901 there was no manual training in the county schools of Georgia. When two scholarships were presented to the Federation by great Northern Training Schools, Miss Isabel Thursby and Miss Emily Wilburn were sent to Oread Institute and Columbia University to take advantage of this offer for manual training and domestic science. Their expenses were paid by the Federation. After the completion of their studies they returned to Georgia to give their services wherever the Federation might place them. Thus the day of training the hand along with the head came to the rural schools in large measure through the Club women. Since 1902 the women have supported sixty scholarships at the State Normal School at a cost of over three thousand dollars. One of the leading Club women workers to have this Winnie Davis Memorial placed at Athens was a Massa-

chusetts woman. Her work and the gift of Massachusetts women to the Cass Station School show the fraternal spirit which exists between Club women all over these United States. The General Federation now numbers over one-half million of workers. Education is a common ground on which we can all come together. The Women's Club and the Daughters of the Confederacy are also working side by side for the Rabun Gap School. Both organizations have contributed largely to this school. The Daughters are now making a handsome donation to the school in shape of a dormitory. It is to cost three thousand dollars, and the plans are now in the hands of the contractor. This dormitory is to be a monument to that brave and daring soldier, Col. Francis A. Bartow, and is to bear his name.

I have not time to tell of the free night schools and the free kindergartens that the Club women have established in the State. I will only speak of the work in Atlanta and Athens, of which I know. The Kindergarten Association in Atlanta has six successful kindergartens, with over five hundred children in attendance. The teachers have made twelve hundred visits to the homes of these children and have distributed eight hundred and fifty garments. In Athens we have two kindergartens established by the women in the factory districts. In East Athens the kindergarten has, until recently, been supported entirely by the Club. The women presented the work to the town and it has been incorporated in the public school system. The same thing has been done with the West Athens Kindergarten.

The time limit forces me to leave out the splendid work done by the Clubs in traveling and permanent libraries. I will close the report by giving the programme of work for the year 1907-1908, as adopted by the Executive Board at the last meeting.

1st. Library Day, to be observed on February 22d. This has passed, and over one thousand books were added to the libraries.

2d. Barbecue Day, to be observed on April 20th each year, the proceeds to be devoted to industrial education.

3rd. A Christmas Bazaar, the proceeds to be given to industrial education.

4th. The Enforcement of the Child Labor Law, and the passage of a bill for the Registration of Births.

5th. A Compulsory Education Bill.

MRS. EUGENE B. HEARD, OF MIDDLETON, GA.

REPORT OF THE SEABOARD AIR LINE RAILWAY'S FREE TRAVELING
LIBRARY SYSTEM FOR 1906, INCLUDING ITS MOST IMPORTANT
SERIES, THE ANDREW CARNEGIE SERIES AND THE WILLIAM
M'KINLEY MEMORIAL SERIES.

The phenomenal success and development of the S. A. L. Free Traveling Library system is due to the correlation of a number of educational forces—namely, the Georgia Federation of Women's Clubs, the Departments of Education of the six States through which the railway extends—Virginia, North Carolina, South Carolina, Georgia, Florida, and Alabama—the faithful co-operation of the teachers of these States, and the financial aid given by Mr. Andrew Carnegie and other individuals interested in the greater education in the South.

The Seaboard Air Line Free Traveling Library system was established in November, 1898. Since then thousands of schools have made permanent improvements for their school-houses and grounds. The libraries are offered as inducements for these improvements.

Five hundred schools have established permanent libraries.

In the past two years fifty-five school gardens have been established. These gardens have been furnished with several hundred dollars' worth of seeds, bulbs and plants through this library system.

Through the school libraries an immense amount of literature on school gardens and related topics has been distributed.

Fifty rural communities, helped by the community libraries, have established village Improvement Clubs.

Hundreds of pamphlets on civic improvement have been furnished to these clubs through the community libraries.

Number of books purchased with Carnegie Fund in 1906, 250; number of books donated by publishers and individuals

to the William McKinley Memorial series in 1906, 1,000; total number of books in circulation in school libraries, 5,000.

These books are sent from headquarters to schools at the beginning of every quarter of the school year, in cases prepared for that purpose, and are returned at the end of the quarter to the central office to be examined, checked and mended by the secretary of the system.

During the school year each book is read on an average of eight times, making a total circulation of 40,000. Number of books in circulation through the community libraries, 2,500; total number of books in circulation in both school and community libraries, 7,500. Magazines and periodicals distributed through school libraries, mostly *St. Nicholas* and *Youth's Companion* 1,900; magazines, etc., to factory children and railroad employees, 800; magazines, etc., to local white families, 500; magazines, etc., to negro schools and families, 1,800; total number magazines and periodicals distributed, 5,000.

MISS ELEANOR RIGGS,

Corresponding Secretary New Orleans Public School Alliance.

Louisiana sends greetings, and deems it a privilege to be invited to take part in the proceedings of this meeting.

The work of co-operation of home and school in Louisiana has been the greatest educational movement in the State. A deeper, more widespread interest in general school work has been stimulated through this factor than through any other medium. Throughout the State communities are awakening to the fact that the public school is the direct property of the people, and that as such it needs the personal interest of every man and woman in the district. One of the most significant phases of this movement has been the willingness on the part of the public to work when they found out what they were to do. We are glad to report that every parish in the State has individual organizations for the betterment of school conditions. Many of these associations have been directly influential in having special taxes voted for school buildings and equipment. This represents, perhaps, the most permanent work.

WORK IN NEW ORLEANS.

More than sixteen years ago a movement in the interest of co-operation of home and school was begun in the kindergarten department of one of the public schools of this city. The original intent was to bring the mothers of the kindergarten pupils into closer touch with the aims and ideals of this phase of primary education and to invite co-operation in spreading interest in child study. So satisfactory were these meetings that they grew in popularity, and in a few years became a prominent factor of the kindergarten plan.

The influence of these Clubs was subtle in its far-reaching and permanent value. Its potentiality was secured largely in this way. Through the courtesy of the kindergarten teachers, the entire faculty of the school was invited to attend these meetings, which were informal and social in character, and thereby some of the mothers in the school district were brought into contact with all the teachers, and learned to know not only the guardian of the kindergarten tot, but also the instructor of the boy in the third grade, etc. Thus many cordial acquaintanceships sprang up which extended beyond the limits of the original plan. Through the practical, available help of these Clubs, the entire corps learned to appreciate the value of this assistance from without, and sentiment in favor of co-operation of home and school grew.

As the kindergarten class graduated into the higher school, the mothers of this department went forward into the co-operative organization of the general school. Because of the personal character of the Kindergarten Club, most of the schools keep this separate, but both Clubs are sustained in happy relation to each other, and unite from time to time in carrying forward certain kinds of work. In schools where there is no kindergarten department, Co-operative Clubs have been carried on with most satisfactory results. The organization of many of these is due largely to the work of the Public School Alliance in its efforts for better school conditions. It is most gratifying to note that these associations number upwards of

forty active Clubs, whose influence is felt in every district of New Orleans.

The work of these Clubs has been varied and interesting, including features as follows:

Admirable plans for Christmas and Easter entertainments have been suggested and executed, with the result of adding to the interest and attractiveness of a school and increasing its attendance. Entertainments for the benefit of school libraries have been undertaken and a return of several hundred dollars given to the advancement of local circulating libraries; sometimes as much as seven hundred dollars being realized in one evening for this work.

To-day the school library is one of the most important adjuncts of our educational system. It is most gratifying to learn that the total number of volumes in the public schools amounts to fifty thousand. The members of one of the Co-operative Clubs decided last summer to take care of the library during the vacation months, so that the books might be kept in circulation the entire year. This plan worked with admirable success. Recently an entertainment was given by a Co-operative Club in Algiers, and the sum of two hundred dollars was realized to carry out the plan of improving six lots of ground that constitute the school site. The membership dues of many of these organizations have been used in a number of instances for improving school grounds by attractive garden plots. In one section of the city the Co-operative Club raised sufficient funds to purchase a lot adjoining the school grounds, thus extending the playground. Several Clubs have constituted themselves guardians of health by placing sanitary water-closets in their respective schools for the benefit of the pupils. The work of school-room decoration has also been an uplifting influence on the part of these Clubs.

While the work along the lines of material welfare has been most acceptable and valuable, perhaps the most significant work has been developed through efforts to make the school a unit of community value. That is, not merely shall the community help the school, but the school shall help the community. To the end of fulfilling this law of compensation, the School Board

has supplied many of the schools with electric lights, so that the school is open for night lectures and meetings, where the entire district is invited to hear well-arranged educational talks.

Some of these meetings have been devoted to questions of raising more funds for schools, the need for compulsory educational laws, or the need for better equipment of schools. Also, illustrated lectures on travel and art have been given, the great work of the Audubon Society has been demonstrated, and the pertinent question of transmission of yellow fever by the stegomyia has been explained.

One cannot discuss the work of co-operation of home and school without referring to the broad influence of the Public School Alliance, which has guided and stimulated this work as no other impetus has done. Composed, as it is, of an unusually large membership of public school patrons, its work of unifying school interests has been most effective.

The Public School Alliance was organized in New Orleans two years ago, through the direction of the New Orleans Educational Association, whose members—public school teachers of this city—realized the absolute necessity of making an effort to secure more funds for the pressing demands made upon the school system. Invitation was sent to the local School Board, to the State Board of Education, and to all Clubs interested in civic questions, to send delegates to a special meeting. Accordingly, in February, 1905, this movement crystallized into a permanent organization, known as the Public School Alliance, whose objects and purposes are stated in its constitution, as follows: "To seek the best means of increasing the sums of money to be annually devoted to the support of the free common schools of the city of New Orleans; to aid in the enforcement of such means, and to direct and exert influences for the betterment of the public schools of this city."

"Any white person over the age of eighteen (18) years, who declares his or her support of the objects and purposes of this Alliance, shall be eligible to membership upon payment of one year's dues, which are hereby fixed at fifty (50) cents."

Notices inviting membership were sent to the patrons of each public school by the principal and associates of the school, and

this work resulted in establishing a membership of more than five thousand.

The following methods were suggested to increase the revenues of the schools: An equalization of assessments, a special tax, and an increased retail liquor license. The last of these was adopted as presenting possibilities of immediate source of revenue. A campaign was carried on for two years, which has resulted in an increase, thus providing extra revenue for the Department of Public Works, Police and Fire Departments, and adding eighty thousand dollars to the school budget for the erection of school buildings.

Besides the work of finance, the Alliance has been actively engaged in the matter of securing a compulsory school attendance law, and in creating sentiment in favor of industrial schools.

When the Alliance was first organized, the watchword was, "A Million Dollars Per Annum for Public Schools." Through the rise in property values of the city, greater revenues have been added to the local school fund, and this, in connection with other sources, has secured the million dollar mark. However, as the demands of the school system increase, the work of the Alliance must also go forward, not limiting itself to any fixed figures.

In summing up the work, we may add that the Co-operative Clubs have stimulated school districts to individual work, while the Public School Alliance has stimulated the city to general efforts, the work of the one being interdependent on the other.

MRS. MARTHA GIELOW, OF ALABAMA.

I come last because I am at the foot of the class and stand simply for the illiterates. After all, what has been said at this great convention by our great educators and others of what has been done and what is being done for education, it would seem that other efforts are useless, and any other organization unnecessary.

But, friends, such an assumption is only in the seeming, for, notwithstanding the tidal wave of education which has

swept over the land in the last few years, in spite of all our educators, in spite of all that our dear women are doing, there is still a work to be done that is of the most vital importance. If you would go to New York during the season, you would find missionaries from Virginia, Georgia, Kentucky, Tennessee, Alabama, North Carolina and Arkansas—men and women who are seeking to carry light into the dark places of the remote mountain districts of the South, where education and civilization and Christianization have barely penetrated. You would hear stories of these neglected white children that would break your heart—not of just a few here and there, but of the hundreds of splendid girls and boys, descendants of the best blood of America, cut off from the light of progress. We have in this great Appalachian region two million uneducated people, and in response to that mute appeal, that silent longing for just a chance, the Southern Industrial Educational Association came forth. Now it is to aid those that have had no chance that I ask your interest, your aid, your co-operation in this work; for, though we have a complete organization, with officers and trustees of high integrity and standing; though we have our treasurer ready to be bonded and our treasury ready for the needed millions for this work, we have not yet touched the hearts and pockets of our great philanthropists. But we will.

Now, our Association reminds me of Uncle Billy's sermon on the Requirements of a Preacher of the Gospel: "Dar is three requirements, my brethren fur de preacher un de Gospel—knowledge in de haid, sperrit in de heart, and money in de pocket. We have 'de knowledge in de haid, and de sperrit in de heart,' but, friends, we haven't got 'de money in de pocket.' " Now, why should education be like a mother who gives all to one child and nothing to the other? Why should she take one by the hand and teach it to walk, to hop, to jump, to skip, to climb, to—fly! while the other is still crawling, not even walking, though the mother (the nation) proudly claims the parentage of both?

Come and help us! It is grand and glorious to see the wonderful strides in education, the mighty colleges, the wonderful progress of town and civic improvement; but think of those

who have not yet seen a book, and help us give them a chance to become enlightened citizens of this great country. Think of the work being done by Miss Berry at Rome, Ga. Oh! if you could only visit that school, as I have, and see what she is doing with the raw material of the uneducated boy from the mountains, you would realize the importance of our work. And yet no educational association except ours has sent her aid in the great struggle. If from the millions that go to polish the spires of our colleges one million could go to endow this school for illiterate poor white boys of the highlands, what a work it could do! Until this work for the uneducated is aided by the great philanthropists, we are asking for individual memberships to our organization. I invite you all to become members—\$1 a year—and to help us in this mighty crusade against illiteracy.

The President requested Mrs. Hollowell to hold a meeting on the following morning for informal discussion of the questions brought out in the papers of the afternoon. After this the President declared the meeting adjourned.

A short business meeting of the Women's Interstate Association for the Improvement of Schools was held on April 11th, at 6 P. M., and presided over by Mrs. W. R. Hollowell as Chairman. The following officers were re-elected:

Mrs. J. Lindsay Patterson, North Carolina—President.

Mrs. J. D. Matlock, Alabama—Vice-President.

Miss Mary T. Nance, South Carolina—Secretary and Treasurer.

LENA B. HENDERSON,
Acting Secretary.

WEDNESDAY EVENING, APRIL 10th

DR. EDWIN A. ALDERMAN, IN THE CHAIR.

The Conference was called to order at 8 o'clock.

After announcement by the Secretary, reports of committees were called for. The Committee on Resolution, through its chairman, Dr. W. L. Poteat, reported as follows:

Your committee beg to offer for adoption the following resolutions:

1. That the Conference for Education in the South, with the view of relating itself in more definite and practical ways to our educational task, commend the work of such organizations as the School Improvement League, and urge that they be extended so as to embrace the whole citizenship of the several States in their membership, and include in their scope all the factors of the educational problem.

2. That the Conference record its grateful recognition of the distinguished services of Mr. Robert C. Ogden, to whose wisdom and broad-minded patriotism the success of these Conferences is largely due.

3. That the Conference record its appreciation of the distinct elevation of the standard of efficiency in the body of men charged with the responsibilities of public education throughout the South since our first session, in 1898, and offer to them, to the State Superintendents in particular, its hearty congratulations upon the brightening of the entire situation, which is justifying and rewarding their devotion.

4. That the Conference recognize gratefully the positive and important contribution to popular education made by the colleges of the South, by the State institutions, and, no less, by the private and denominational colleges, without whose co-operation our propaganda could not have succeeded.

5. That the religious and the secular press of the country, which has supported with its potent influence the education of all the people, is entitled to no little of the credit of the improved educational prospect in which we rejoice to-day.

6. That the Conference extend its thanks to the management of the Carolina Hotel and to the railroads for courtesies, and to the newspapers which have reported its sessions.

W. L. POTEAT,
J. H. KIRKLAND,
H. N. SNYDER.

The Committee on Memorial Resolutions for Dr. Charles D. McIver reported, through its chairman, Dr. James E. Russell, as follows:

The Conference for Education in the South desires to record its grateful appreciation of the life and services of Dr. Charles Duncan McIver.

A native of North Carolina, endowed with the virtues of a Scotch ancestry, schooled in the adversity that follows war, he early developed those traits of character which made him a leader of men. He loved his friends, and they, in turn, were devoted to him. His innate sense of justice, quickened by instinctive sympathy, impelled him to champion the cause of the oppressed and unfortunate. To him ignorance was slavery, and to the call of children for freedom through education, he responded by unswervingly offering the full measure of his manhood. His first vote was cast for a local tax for public schools, and his life long he adhered to the doctrine that liberal taxation, fairly levied and properly applied, is the chief mark of a civilized people. He knew well the power of personal influence and understood as few do the full significance of the office of teacher. Chivalrous in his respect for womanhood, convinced that "no State which will once educate its mothers need have any fear about future illiteracy," his first great public device was the creation of a college for the training of teachers and the higher education of women, an enduring monument erected at public expense and consecrated by his devotion

to the public service of his native State. So efficient was his work in North Carolina that other States eagerly sought his assistance. And every appeal for help, whether from his own beloved South, or from the North, or from the West, was answered to the limit of his strength. He had the genius of friendliness that made him at home with those of every class and in every section. Wherever he went his enthusiasm was contagious, and the good he did no man can estimate. What his leadership has meant to this Conference we are beginning to know and appreciate. He brought to us the sunshine of his hope; he stimulated us with abundant good cheer; he guided us with infinite common sense; he inspired us with patriotic fervor; he enlisted us permanently in the cause to which he gave his life; and he made of every one of us a friend who loved him—and we love him still.

“This tribute we pay to his memory, and in bringing it we acknowledge publicly the debt we owe to a life that has been to us all a blessed benediction.”

JAMES E. RUSSELL,
J. Y. JOYNER,
EDWIN A. ALDERMAN,
FREDERICK W. MOORE,
H. C. GUNNELS.

The Chairman then announced the first topic of the evening—“The Movement for Improved Secondary Schools”—and introduced Dr. Bruce R. Payne, Professor of Secondary Education in the University of Virginia.

HIGH SCHOOL PROGRESS IN VIRGINIA.

BRUCE R. PAYNE.

The progress of secondary education in Virginia since the passage of the High School Bill, a little over a year ago, reads like a fairy story. I shall stop at the expiration of the fifteen minutes assigned me, but I do not hope to give more than a brief of this progress in that length of time.

Some months ago I sent out a "questionnaire" to all the county superintendents in Virginia, seeking to discover the direct and indirect effects of our high school appropriation. Below are some of the results, which would have to be materially altered if the growth of the past few months were added.

One hundred and sixty-eight high schools have met the requirements of the State Board of Education and are now receiving State subsidy, ranging from \$250 to \$400. These requirements are that they shall expend, for high school purposes, one dollar raised locally for each dollar contributed by the State, and that they shall employ a sufficient number of well trained teachers to teach the subjects required in the new State high school course of study. These figures mean that 168 high schools have begun in Virginia and if we are persistent and idealistic in our future efforts we shall develop these into real schools of the first grade before long.

Not the least beneficial result is the new State high school course of study. It required the work of many men for many months, and I believe it will, in the main, stand the test of scientific investigation. It was submitted for criticism to the leading educational experts of the country. Its requirements, if fulfilled, will not only fit the student for business life, but also for entrance into the universities of the country, and professional service.

There were 138 more high school teachers in Virginia this year than twelve months ago.

Forty-one counties open their high schools free to all the white children. Outside of these counties there are eighty-five districts (townships) which have free high schools.

Besides the \$50,000 appropriation by the State, the local communities have appropriated about \$301,037 for high school buildings and repairs. And while it is difficult at this time to procure the amount provided locally for permanent support, the returns received at the State Department, supplemented by my own figures, indicate that the aggregate will not fall far short of \$200,000. Thus, instead of raising dollar for dollar, the local authorities have raised, during the first year of the existence of the high school system, five dollars for each dollar received

from the State exchequer. In this connection it is notable that \$41,789 has been contributed from private sources in twenty-five counties for school buildings during the year. All this is Virginia money, contributed by Virginia citizens.

The county and district taxes in high school districts have been raised four cents on the hundred dollars during the year.

One of the important effects of the high school bill is its influence upon the adjacent elementary schools. One hundred and forty-three schools were consolidated in the organization of these 168 new high schools; 106 grammar grade teachers were added in order to afford better preparation for the high school students. Furthermore, the new high school course of study created a universal demand for a uniform course of study for the elementary schools. This has now been prepared and will be officially applied next year.

What does this marvelous progress mean for Virginia? Many things, much that I cannot here narrate. It means that Virginia has determined, at all cost, to bridge the chasm existing between her elementary schools and her university. It means that equality of educational opportunity shall no longer be denied the Virginia boy. It means that in this good State of ours every boy shall have his chance to develop to the furthest capacity his God-given talents for the service of the nation.

Professionally, it has meant and still betokens much that is not seen on the surface. The educational campaign inaugurated three years ago produced the rich fruitage of this hour. The noblest of Virginia statesmen, under the leadership of Governor Montague and his successor, Governor Swanson, have lent the movement all the beneficent strength of political leadership, and together with an aroused Legislature they produced in practical realization what we all dreamed of in those earlier campaigns. With his hand always upon the throttle, our newly-elected and most efficient State Superintendent of Public Instruction, Mr. J. D. Eggleston, has rallied all the forces and toiled late in the night planning and executing for the permanency of the secondary school system. He has had the heartiest co-operation of the Co-operative Education Association. This movement is not

spasmodic, but has come to stay, because beneath it lie wise planning and steady co-operation.

What is there yet to be done? In my judgment, nearly everything except the inception of the system is yet before us. We have the same problems to face which any great business enterprise has, which has erected its building and installed its equipment. We shall have to perfect the enterprise. In method this implies that we shall have to select the strategic schools and build them up to the ideal. There are two things which I fear most in this Southern educational awakening. First, that we shall too quickly become satisfied. If the public in Virginia becomes satisfied with a second or third-grade high school before it has been transformed into a first-grade one we shall have gained but little. In the next place, I tremble to think of the relative dearth of highly-trained, expert educational leaders in the South. We have a few good and capable men in each State, but what are so few amid such a harvest? What we need now, and what we must have, is an increase of local educational leadership, more men who can go inside of those high schools with the ideals, training and experience of experts who will develop them along lines of permanent helpfulness. The chief alarm that I have now is because of the apathy of the leaders of this movement in the South with reference to the provision of an adequate training for educational leadership. We have the trained educational campaigner and we still need him. But a new type of expert is the only hope of further development. If we do not get him soon we shall witness a falling off that will be sickening. There is too little opportunity in the South for the adequate preparation of efficient high school teachers. Even the Summer Schools seem not to have taken up this matter seriously. Without certain definitely-provided assistance it seems unlikely that the high school teacher will go North for such training, or that the higher institutions of learning near him will be able to offer the needed opportunities.

The South is undergoing just now the greatest economic, social, and educational transformation yet witnessed in this country. There are upheavals of the old life, and hasty installations of the new. This demands leadership to clear up social consciousness.

We need to know what the new problems attendant upon this new life are. No one seems to tell us. Unless there shall arise economic experts, sociological experts, and educational experts to project before the popular mind in a clear-cut way the newly-developed questions, we shall likely find confusion which will, by disrepute, react, in a baleful way, upon all our progress. Our next step, educationally, then, is to provide a rapid increase of expert leadership.

REPORT ON SECONDARY EDUCATION IN SOUTH CAROLINA.

W. H. HAND, UNIVERSITY OF SOUTH CAROLINA.

June, 1906, marks the beginning of an organized and systematic effort in South Carolina to improve her secondary schools. At that time the State University established within its Department of Education the Chair of Secondary Education, the gift of the General Education Board. Three weeks later the State Teachers' Association met in annual session. Your speaker had been invited to address the Association on "Needed High School Legislation." To this meeting several public-spirited men outside the teaching profession came by special invitation. After my address two conferences were held to discuss the plan outlined in the address. A committee was appointed by the Association to draft a High School bill, and to present it to the State Legislature for enactment. This committee made an extensive study of the high school situation at home and of the high school laws of other States. After having met several times in conference, the committee agreed upon a High School bill, which, with one amendment, became a law February 19, 1907.

In the meantime hard work had to be done. At the very outset the committee set its face toward the problem of enlarging the facilities in the high schools already established, and of establishing high schools at strategic points where none existed. The committee saw no way to reasonable success without State aid to supplement local effort. Inasmuch as the State

had never before made any direct financial provision for secondary schools, to secure the desired appropriation meant our meeting with quiet indifference, on the one hand, and inflexible opposition, on the other hand. It was obvious that the whole high school question must be carried to the people, if any effective legislation were to be secured. Two mischievous misconceptions had to be met. The first was that most of our high schools were adequate as to the length and scope of their courses of study. Many argued that their high school course of three years was advanced enough, since our colleges would take its students after completing its course, and even before completing it. These persons forget that the colleges were once forced to take unprepared students, and now it is difficult to overcome a bad habit once established. The second misconception was perhaps more mischievous. It gave the people the notion that the high school exists primarily, if not solely, to prepare students for college. People who take this view fail to see that possibly the most important function of the American high school of to-day is to prepare its students for vocational life and citizenship—to meet the pressing needs of nine-tenths of the high school students who never go to college at all, but who go direct from the high school to take their places as workers and citizens.

Educators of all classes throughout the State lent us their intelligent and active support. Addresses were made, articles were written and circulated, and conferences were frequent. Prior to the approval of the High School Act, in February, your speaker visited fifty-four places in the State, and made fifty public addresses. Since the passage of the act, he has visited sixteen places, and made thirteen addresses. From practically all the high schools in the State, reasonably full and accurate information was gathered as to their courses of study, teaching force and cost of maintenance. The information was carefully tabulated, the tables analyzed, and the most radical deficiencies pointed out. The University published this information in the shape of a bulletin, and sent several hundred copies throughout the State. Besides, the State Superintendent incorporated the bulletin in his annual report for

1906. Finally, just a week prior to the convening of the State Legislature, the county and city superintendents of the State met in Columbia. Two days were spent in discussing high school conditions and needed legislation for improving the high schools. These addresses were printed and distributed throughout the State.

After a long, and at times precarious, fight in the Lower House of the Legislature, our high school bill became a law. Its chief features are: 1. A county, a township or several townships, any two or more school districts or an incorporated town of not more than 1,000 inhabitants can form a high school district by holding an election. 2. The trustees of any high school district, after its establishment, have the power to levy annually a local tax not exceeding two mills on the dollar of all taxable property in the district. 3. A high school, in order to receive State aid, must have at least a two-year course of study, must employ at least two teachers in the high school, and must have not fewer than twenty-five high school pupils. 4. The State Board of Education has full power to inspect and classify all high schools coming under this act. 5. An annual appropriation of fifty thousand dollars to aid these high schools. 6. No high school can receive from the State more than fifty per cent. of its local income. 7. The State aid is available July 1, 1907.

The one amendment made by the Legislature, and referred to in the first paragraph of this report, was to debar towns of more than 1,000 inhabitants from establishing high schools under this act, unless each town includes at least one other school district to form a high school district. The wisdom of this restriction remains to be seen. It requires no foresight, however, to see that it will be more difficult for the larger towns to secure the State aid than it would be if they were on a common basis with the towns of 1,000 population. Yet, it is possible that this restriction may work for good. All of us, perhaps, have sought to prevent the multiplication of small and helpless schools. That caution finds its expression in the act, in requiring two teachers and twenty-five pupils in the high school before giving it State aid.

As to results. A number of school districts have voted special tax levies for the support of the entire schools, including high school support. Most of these levies are two mills on the dollar of taxable property. Since last July upward of \$200,000 has been voted in school bonds for new buildings, and elections are now pending which will aggregate at least \$100,000 more. Several high schools have added a year's work to their courses of study, and several other schools have added either elective studies or elective courses. Exact figures will not be available before the close of the present scholastic year. More than seventy-five places are now making application for high school aid, or for instructions as to the manner of establishing such schools. The State Board of Education issued its regulations last week. It goes without saying that some of the places asking for aid cannot come up to the requirements.

By September 15th, it is safe to say, fifty schools will be in operation under our law. Since the State aid is not available until after July 1st, our people have ample time to organize their high schools without undue haste—the thing we have worked diligently to avoid. It is very desirable that these schools be established on a permanent basis, and only after a mature canvass of the situation in each case.

The closing address of the evening was by Dr. James H. Kirkland, Chancellor of Vanderbilt University.

THE HIGH SCHOOL AND THE UNIVERSITY.

JAMES H. KIRKLAND.

My subject has reference to colleges rather than to universities. I shall have nothing to say with regard to professional work or even to graduate work that may be carried on by universities, but am concerned only with the work done by them in the college department. It is my purpose to consider the work of school and college in their mutual relationship. It is agreed that this relationship is very close; that these institutions are not independent educational forces, but must be

considered as engaged in one common work. As a matter of fact, a certain degree of unity runs through the whole educational process, from the kindergarten to the university. It does not follow, however, that this educational development is at all stages subject to the same laws or that it can be carried on under identical conditions. On the contrary, experience has shown that this work must be divided into different stages separate from each other and differing entirely in method and environment, if not in purpose. The kindergarten is one institution, the grammar school another, the high school another, the college another, and the university still another.

Our whole discussion centers around two questions, which serve to outline the purpose and extent of this paper. First, where is the proper line of demarcation between high school and college work? Second, by what character of institution shall high school work be done?

It would seem that the answer to these questions ought not to be difficult. General educational theory has established an orthodox answer to both of them. But if we confine our attention chiefly to Southern institutions, we shall see that these institutions in practice do not answer these questions alike, nor do they generally answer them in accord with accepted educational theory. For a score of years I have felt that one of the most important tasks before Southern educational leaders is to secure a correct answer to these questions, given not on paper, but worked out in the life of our institutions. In my opinion, successful educational work depends on the acceptance of the best theories of work that are current to-day. We must live each day in the light of the opportunities and responsibilities which that day brings. We may not govern ourselves or excuse ourselves by standards that were in vogue at other times and in other places. A Greek citizen may have been well educated through the study of geometry and philosophy, but our modern university curriculum must include more than these. A century ago Harvard graduated students at eighteen, but to do so to-day would forfeit the place of leadership this great institution has worthily won. Fifty years ago chemistry was universally taught without a laboratory, but if we should

do so to-day we should be guilty of educational sham. In a word, the experience of the world establishes for each generation certain educational standards and principles, and no institution can safely be allowed to deviate too widely from these. Without meaning to develop all institutions alike or to hold all to a procrustean measurement, it remains true that all institutions must alike hold sacred the accepted theories of work and life. To sum up the question in one illustration—may we regard it as a legitimate performance for an institution calling itself a university to give a high school course, dignify it with the name of a university course, and reward it with the degree of Bachelor of Arts? We assume that the work done is well done, and honestly done. The question we are raising concerns itself with the right of an institution to call by one name that which the world insists on calling by another name. We maintain that an institution has no such right, that to give such a course as above suggested is to sin against light and opportunity, to evade responsibility, to tear down intellectual life, and to inculcate false ideas and ideals. The growth of educational standards, like the growth of social and ethical standards, is under the control of no absolute law, but society must conform to the demands of the day. Slavery to-day would be a very different proposition from slavery one hundred years ago, both socially and ethically. An appeal for sound standards in education is not a mere question of educational theory, as, for example, the question of classics against the sciences, or the number of baccalaureate degrees that should be given. We should rather say that an appeal for sound standards is an appeal for right living and right thinking, an appeal for truth, an appeal for progress. Holding, as I do, these views, I do not hesitate to answer my own questions and to say that the line of demarcation between the high schools and the college should be the completion of the high school course, and that colleges ought not to admit students until this course is completed. By the high school course I mean the full course of four years, although I realize that even this does not describe exactly the amount of attainments. It is, however, accurate

enough for the establishment of a legitimate point of beginning for the college.

In the second place, I maintain that this work should be done in high schools, whether public or private, and that these schools should be organized and equipped for this especial purpose; especially do I claim that this work should not be done either by colleges or universities or any other institutions where it is conducted under a name designed to dignify unduly the character of the work.

Let us now see how this theory accords with educational practice in the South. We shall find that high school work is being done by three classes of institutions: One we may characterize as the public high school, another as the private high school, and the third category includes all those illegitimate institutions which do high school work under some different and improper terminology.

1. The public high school is at present making great progress in the South, but this progress has not been so rapid nor so satisfactory as has been claimed by many. It is chiefly noted in States where the State university has taken the lead and endeavored to build up public schools in order to prepare students for its own classes. State institutions have peculiar obligations resting upon them in connection with this work. Much good ought to be accomplished by the action of the General Board of Education in establishing chairs of secondary education in various institutions throughout the South. The professors filling these chairs should give themselves largely to that work, and should be the means of building up and improving high schools throughout their various States. In some States there is an encouraging movement for county high schools, in others for agricultural district schools, and many of our larger cities are introducing manual training high schools as well as improving the old classical high school. These are all good and hopeful signs, but we must remember that improvements of this character come slowly and must be fostered from above. Without the constant supervision and direction of colleges and universities there is no guarantee that public high schools will really fulfill their mission. Many public schools

have adopted the fashion of calling the last four years in their course a high school course, no matter where it ends. A few years ago Dr. Harris, U. S. Commissioner of Education, prepared an article giving a most cheering account of the growth of the public high school in the South. In the article he records for the State of Tennessee 100 public high schools, 25 of which report a four-year high school course. Altogether, he thinks 5,000 pupils are enrolled in these public high schools in that State. These returns are startling, especially when one, on investigation, finds that the report of the Commissioner on which these statistics are based gives only a three-year high school course for such cities as Nashville, Knoxville, Jackson, Murfreesboro, and Columbia. In fact, only Chattanooga and Memphis, of the larger cities, claimed to have a four-year course. The 23 other high schools cited by the Commissioner as having a four-year high school course are in some of the most unexpected localities. White's Store reports a four-year course, with one teacher and twenty-five pupils. Piney Flats reports a four-year course, with one teacher and twenty-one pupils. Chuckey City, a four-year course, with one woman teacher and six pupils. From such statistics as these it is dangerous to make too hasty generalizations, and we dare not congratulate ourselves that in Tennessee, at least, the progress is as real as reported.

2. There are many private schools in the South doing admirable work as high schools. In most cases these schools bear a definite relation to existing colleges and universities. Sometimes they are owned and controlled by them. In nearly every case they have been built up by university influence, and are kept alive by university traditions and ideals. Some of these schools, like those belonging to the Randolph-Macon system in Virginia, are large boarding schools, with extensive plant and property. Other colleges, as Wofford, Trinity, or the University of the South, at Sewanee, conduct training schools in close relation to their college work. Other institutions, like Vanderbilt University, have built up training schools, wide scattered and independent, but still, all under university influence. This same influence has caused the establishment of

university schools in such cities as Memphis, Atlanta, Montgomery, and Mobile. These schools are flourishing, and are sending students to all the universities of the South and North.

3. Undoubtedly the larger part of high school work in the South has been done for forty years by institutions not calling themselves high schools at all. While the proportion of work done to-day by these illegitimate institutions is perhaps not so large as it was twenty years ago, it is still large enough to awaken our serious consideration and to call forth our severest condemnation. This work is to-day done by normal colleges of every grade and description, by a whole host of colleges and seminaries for young women, by preparatory classes in colleges and universities and technological schools, and, finally, by college classes themselves in these same institutions.

It can readily be seen that it is hard to build up a true system of education where we are confronted with this constant duplication of educational work. Why should a State provide a technological school and a State university to do the same work that is done in the public high school? How can a State expect to build up a genuine system of public high schools when it allows that system to be torn down by the standards and requirements of its own higher institutions? The State is in the same position as a merchant would be, should he sell the same article under one label as tallow, under another as oleo-margarine, under another as butter. If our State normal schools would require even two years of high school work, they might accomplish a more creditable amount of professional work and fit better teachers in a shorter time to take their places in the common schools. If our schools of technology could cease teaching the elements of English grammar and arithmetic, they might be able to do more with agriculture, engineering, and the various forms of industry. They might contribute more largely to the development of the South's material prosperity, and thus prepare the way for social and intellectual progress. If our colleges and universities would concentrate their money and attention on legitimate college students, they might become universities in fact as well as in name, and they certainly would

contribute to the upbuilding of a general system of high schools throughout the South.

That these remarks may not seem too vague and theoretical and lacking in definiteness, I cite two well known Southern institutions. One of these is called an agricultural and mechanical college; it has the benefit of some contributions from the general government for this work. The institution in question has more than 700 students; of these about 600 are really doing high school work. This is in a State that is trying to build up public high schools. In another State one hears the charge that the State university is one of the greatest obstacles to the development of the public high school. It is claimed that the university takes pupils from the first and second year of the high school, or even at the completion of the eighth grade. An examination of the catalogue of this university seems to indicate that, if all students could be excluded who ought to be in the high school, the number would be reduced from 400 to 100.

An examination of the entrance requirements of Southern institutions bears out the same story and emphasizes the contentions that have been made. None of our Southern institutions have done all they should have done in the matter of entrance requirements, and most of them have done next to nothing. It is perfectly clear that in this matter we may trust the statements of the catalogues. We may be perfectly sure that no institution enforces more rigid requirements than are advertised in public announcements. It might be safe to discount these public requirements somewhat, for there are traditions that students are sometimes admitted by institutions on even more favorable terms than the catalogues would indicate. I do not claim that Southern institutions have not been making progress. They have been striving very earnestly in many directions. They are now engaged in a universal and vigorous endeavor to secure larger resources, more money for endowment, more buildings and better equipment. This is all well enough; but it is not well enough that they are now and have been for many years engaged in a wild strife for numbers. This has been the goal of ambition on the part of trustees and

faculty and students. A steady increase in numbers has been advanced as proof of healthy growth in every particular. This is made the basis for petitions to Legislatures for larger appropriations, for movements for endowment, and for appeals to philanthropists. In order to secure this increase in numbers, educational standards have sometimes been thrown away and genuine work has been too often sacrificed. It is with great satisfaction that one contemplates the action of the Carnegie Foundation for the Advancement of Teaching. It is well that this corporation has been transformed from a charitable or philanthropic enterprise into an educational one, and that it purposes to use its influence in the establishment of sound and satisfactory standards for college work. It is quite likely that the position taken by the Carnegie Foundation will be epoch-making, and we shall doubtless see a universal rating of educational institutions in terms fixed by this Board. So far as the present question of admission requirements is concerned, the Carnegie Board has determined that these requirements must include four years of high school work, and this work has been expressed by them in fourteen units, each unit supposed to be one year of high school work with five daily recitations per week. It will be seen, then, that an institution whose requirements for admission cover only ten units admits high school students with one year less than the full amount, while six or seven units means only half the high school course. May we not commend this action of the Carnegie Board to the General Board of Education? At the risk of seeming to be presumptuous, I venture to suggest that the General Board could revolutionize Southern college standards by the adoption of similar principles. It may be well in some cases to require an institution to raise additional money in order to secure assistance from the General Board. Would it not, in other cases, be quite as desirable to require such an institution to meet educational requirements rather than financial, to make advance in curriculum rather than erect a new dormitory, to have a better institution rather than a larger one?

I give herewith an interpretation of the admission requirements of four institutions selected from among those to whom

assistance has been given or promised by the General Board. I take these institutions because the stamp of approval of the General Board is significant. It is sufficient to say that these are worthy institutions, among the best in their sections. One of them, for instance, requires for admission $5\frac{1}{2}$ units, but all students taking a degree will have also to present Latin, which will bring the admission requirements up to $8\frac{1}{2}$ units. Another institution requires $5\frac{1}{2}$ units for admission, and freely allows such a student to take any degree of the university. Neither Latin nor Greek being required for a degree, a student who enters on $5\frac{1}{2}$ units can proceed and finish his course without any further concern so far as entrance requirements go. Another institution requires for admission to the B. S. course $6\frac{1}{2}$ units, and for admission to the B. A. course $7\frac{1}{2}$ units. A fourth institution requires for admission to one degree course $7\frac{1}{2}$ units, to another degree course $6\frac{1}{2}$ units, and to another degree course $5\frac{1}{2}$ units. I beg to emphasize the point already made that in these illustrations no effort has been made to find low-grade institutions. One of them is a State university; all of them are institutions of excellent standing and well thought of in the South. I am trying to show how universal is the condition of low entrance requirements for Southern institutions.

In this connection it is instructive to note the experience of the Association of College and Preparatory Schools of the Southern States. This Association is now thirteen years old. It was formed as a union of certain institutions willing to pledge themselves to the adoption of a few definite educational reforms. These were: first, the abandonment of preparatory classes; second, the holding of written entrance examinations; third, the establishment of a fair grade of entrance requirements. The entrance requirements agreed to have been and are still much lower than they ought to be. An irregular student may be admitted to college on $5\frac{1}{2}$ units of high school work, but all candidates for degrees are supposed to stand entrance examinations covering $10\frac{1}{2}$ units of work. At the time of the establishment of this Association there were only six institutions willing to enter into this agreement. In the thirteen years of its history we have added twelve other institutions to

our membership. Of course, we have always had the support of a large number of preparatory schools. There are still to-day in the South States in which no institution is willing or able to meet the requirements of the Southern College Association. It is also charged—frankness compels me to say—that the institutions retaining membership do not always strictly obey the requirements of the Association.

The question forces itself upon us, whether these low standards of work are necessary, whether there is any peculiar institution or peculiar atmosphere in the South that makes it impossible for Southern colleges to elevate their freshman class above the second or third year of the public high school. I am quite familiar with all arguments that are advanced in favor of low requirements and preparatory classes. I am well aware of the historical explanation of our condition. I have lived through all the phases of Southern educational work from the time of the Civil War until to-day. The claim I make is not that we should have come by any other and different road, but that we should have moved faster than we have moved and that we could be moving to-day where in many cases we are sitting still and resting or sleeping. I do claim that the present low standard of Southern requirements is not necessary. We could do better than we are doing. One of the greatest needs in the South to-day is for a score of colleges and universities to stand forth in a body and enforce standards of admission and of work such as I have been describing, equal in all respects to the standards enforced by the best institutions of the North, the East and the West. Many of our State universities are able to take this position. It is not true that their support would be cut off in consequence of such a movement. It is the duty of State universities to educate Legislatures, to advocate what is right and true, and to lead in sound educational progress. If we wait until we are all rich, have all the buildings we want, all the endowment we want, and all the students we want, it is perfectly clear that our educational salvation will be postponed to that happy day when knowledge shall have vanished away.

Heretofore I have been speaking of the better class of colleges and universities. We must not forget, however, that for one

such institution there are half a dozen low-grade institutions in the South, whose standard falls still lower than has been described, and the question remains, what can be done with these? Is there no hope for such institutions? Are there any influences that can be brought to bear either for their amelioration, conversion or annihilation? So far as these institutions are honorable in birth and origin and honest in work, it is not impossible to find a valuable field for them to occupy. Such institutions should be constituted as junior colleges; that is, colleges giving a thorough high school course and adding to it the freshman and perhaps the sophomore years. For this work large libraries and extensive laboratories are not required. Most of the work is done in English, mathematics and the languages. Teachers of supreme ability are, however, an absolute necessity. Such work ought not to be rewarded with the ordinary baccalaureate degrees, but could be rewarded with diplomas or certificates. Many of these institutions are denominational in character, and can be reached through denominational agencies. Church colleges ought to respond speedily to any general movement for honest work and honest name. In some of the churches educational interests are put in charge of connectional boards having oversight over all the work of the whole denomination. This removes these questions from the narrowness of local control and enables a church to establish a general system and a universal standard. Such conditions are hopeful, and indicate the possibility of the reforms that we have advocated. But there are other institutions of the same character, low in standard and in work, that are purely private and commercial institutions, founded for making money, carried on by intellectual charlatans. Such institutions are pretentious in name in inverse proportion to real merit. They claim all the virtues, both educational and ethical. I see nothing to be done with such institutions except openly and relentlessly to wage war against them. In the final issue the State ought to come to the attack. The work of these institutions is essentially immoral in practice and in character, and the State ought to withhold its charters from all such enterprises. The power of granting degrees ought to be so hedged about as to

preserve the value of these degrees and to make impossible the existence of fraudulent educational enterprises. Selling degrees is a crime that has been punished by our courts, but it is no less a crime to sell or give away educational degrees without any attempt to maintain honest standards. Any group of persons so desiring, in almost any State, without an acre of land or a building or a dollar's worth of property, can secure a charter authorizing them to confer all literary and professional degrees. Boom towns have started universities as an advertisement. Churches have begun enterprises to spite other churches or to pre-occupy a promising field. Over and over again have I come in contact with lives that have been marred and almost ruined by the work of such institutions. This work is not worthless because it is of low grade; it is worthless because it is dishonest in practice, in spirit and in name. To make shoddy is as honorable as to make broadcloth, and far more necessary; but to make shoddy and call it broadcloth, and sell it at two dollars per yard, ought to land a man in the penitentiary. Such a condition of affairs is worthy the consideration of every State through its governing bodies. If the State needs to lend its strong arm to save its citizens from impure food, from low-standard coal oil and low-grade fertilizers, it can also afford to protect them from imposition and deceit in that higher realm where soul life is quickened and the light of truth should ever burn pure and bright.

In concluding this discussion, I ask permission to cite the experience of one Southern institution in dealing with the various matters that have been considered. The institution in question opened its doors just thirty years ago. In the beginning no preparation was made for preparatory students, and fair and reasonable admission requirements were fixed; but with the first session, a crowd of earnest and untrained students poured into the college halls. A large number of courses that had been provided was found to be unsuited and uncalled for, while there was found to be an eager demand for elementary work in English, mathematics, Latin, and Greek. The institution, therefore, found itself compelled to begin preparatory classes, for it was not considered feasible to reject two-thirds of

those who presented themselves for matriculation in the first year. These preparatory classes were conducted for twelve years under protest. They were not advertised, and no effort was made to secure students for them. In 1887 steps were taken looking to the abolition of these classes, which was accomplished in the next two years. The attendance of the institution fell from 188 to 112, a loss of 40 per cent. There was from the very beginning, however, a great improvement in the character of the student body. Instead of a mass of raw material, unprepared for college life and college duties, uncertain as to plans and purposes educationally, there was a homogeneous band, earnest and enthusiastic, with high aspirations and ideals. Every student seemed to feel the change. There was an increase of intellectuality in the very atmosphere. The higher classes began to grow larger, graduate work was developed, and every part of the college organization was keyed to a higher tone. Numbers began to increase steadily and training schools sprang up as legitimate feeders for the university. Within four years the attendance had regained its normal point, and from that time continued to show slow increase. Requirements for admission were raised from time to time, and requirements for graduation were kept on a constant high plane. A marked difference was exhibited almost immediately in the number of graduates. For the six years preceding the abolition of preparatory classes the average attendance of the academic department was 188.5 and the average number of graduates was 8.3, or one graduate to every 22.5 students. For the first six years under the new system, without preparatory classes, the average attendance was 185.5, while the average number of graduates was 22.5, or one graduate to every 8.3 students. For the last six years, closing with the year 1906, the average attendance in the academic department has been 228 students and the average number of graduates 38.8, or one graduate to every 5.8 students. These figures indicate more strongly than any words can do the change in the character of the student body. More important still is the result that has been accomplished for the general cause of education through the establishment of training schools designed to prepare students for

this institution and others like it. In the fall of 1903 seventy-five students entered the university in question from schools more or less directly affiliated with it. Within the past ten years ten schools have furnished the freshman class with more than five hundred students, an average of more than fifty students per year. It must be remembered also that these training schools have exercised, and still exercise, a great influence over the lives of many students who never reached college. Perhaps not one-fifth of the number that attend such schools in the first year of their course finally complete the curriculum and enter the university, but the influence of the training school on these lives is of incalculable benefit. Such is the experience of one institution, and I believe that it has a valuable lesson for the whole South. What has been done in one case can be done in many others. To the writer of this paper it is a matter of sincere and pardonable pride that he has been permitted to take some part, however small, in the work thus described.

THIRD DAY, THURSDAY, APRIL 11th

DR. WALLACE BUTTRICK IN THE CHAIR.

The Conference was called to order at 10 o'clock.

At the call for the report of the Committee on Nominations, Superintendent J. Y. Joyner, the Chairman of this Committee, presented the following names for election to the offices of the Conference for the ensuing year, and the report was adopted:

President—Robert C. Ogden, of New York.

Vice-President—J. Gunby Jordan, of Columbus, Ga.

Secretary—Benjamin J. Baldwin, of Montgomery, Ala.

Treasurer—William A. Blair, of Winston-Salem, N. C.

Executive Committee—S. C. Mitchell, of Richmond, Va.; W. H. Hand, of Columbia, S. C.; Seymour A. Mynders, of Knoxville, Tenn.; George J. Ramsey, of Lexington, Ky.; Harry Hodgson, of Athens, Ga.; Paul H. Saunders, of Laurel, Miss.; Erwin Craighead, of Mobile, Ala.; James H. Dillard, of New Orleans, La.; John H. Hinemon, of Arkadelphia, Ark.

On motion of Mr. George Foster Peabody, it was voted that the Conference recommend to the Executive Committee the desirability of holding, in the future, two out of three of the Annual Conferences at Pinehurst, or in some other place with similar hotel accommodations.

The Chairman then announced the topic of discussion for the morning session, and introduced as the first speaker Dr. Seaman A. Knapp, of Lake Charles, La., Special Agent of the United States Department of Agriculture.

IMPROVED CONDITIONS FOR THE SOUTHERN
FARMER.

SEAMAN A. KNAPP.

In discussing this topic, it is necessary to arrive at a just estimate of present conditions in our Southern rural districts.

Some years since a traveler said that the farms of the South looked like a bankrupt stock ready for the auctioneer; the soils were impoverished; the brush and briar patches conspicuous; the buildings dilapidated; the fences a makeshift; the highways but little more than much-used bridle paths; the churches and school-houses were built upon the plan of inclosing the necessary space at the least expense; and the graveyards appeared as if the living did not believe in the resurrection.

This viewpoint is not mine. To me the Southern States surpass all of the countries of the earth of equal area in material resources, mainly undeveloped. Underneath almost every acre is concealed a mineral wealth of surpassing value; within almost every acre are agricultural resources that, touched by intellect and labor, will reveal marvelous products. To me the Southern people are the purest stock of the greatest race the world has produced. The rural population has lived under unfortunate conditions for the best development, but the essential material of their natures is not impaired and it requires but leadership to attain great results. "Scratch a Philippino and you may uncover a Malay"; scratch a poor white of the South and you reveal a hero. Great gains have already been made and greater are yet to come. There are some retarding conditions. What are they? The following are a few of the most important:

1st. In the older States of the South the annual product per acre has greatly decreased owing to the rapid loss of soil fertility; and moderate production is only maintained at increased cost. Even comparatively new States, like Texas, indicate rapid loss of fertility.

2nd. Within the last half century vast areas of virgin prairie soils have been opened for settlement by the construction of railway lines and have attracted many from the older States.

Economic and rapid transportation are equalizing the land values, of the world, depressing them in older and more populous sections and rapidly enhancing values in the newer. This is true in Virginia, in New York, in England and elsewhere.

3rd. The large body of freedmen settled throughout the rural districts of the South has tended to lower farm values and depress agriculture. I am not claiming that they intentionally do this or are morally responsible for the effect. The effect is not the result of color, but is caused by lower planes of living. I simply mention it as a factor.

4th. The poverty of the laboring whites should be taken into account. It takes resources to build and maintain a high civilization. If the poor whites and the colored people, constituting nine-tenths of the country population, do not have means to buy farms, nor improve them, nor purchase equipment, nor to pay current expenses, country conditions must fall to a low level. Considerable of this is due to the war between the States, which financially ruined the South. It takes a long time for the people to recover from sweeping disasters, and it takes longer when nine-tenths of them have but slight knowledge of thrift.

5th. The credit system has been a potent factor in depressing agriculture. To some extent it might have been a necessary evil in a limited way, forty years ago; but it prospered and became dominant, oppressive and insolent. It unblushingly swept the earnings of toil from the masses into the coffers of the few. It substituted voluntary for involuntary servitude, ownership by agreement and poverty by contract under fear of the sheriff, for the ownership by birthright and a government by proprietary right. So we have lived under a slavery where the chains are ingeniously forged and the bands riveted with gold. It is all the same in effect, the impoverishment of the masses.

6th. Evolution in manufactures has wielded a mighty influence against the general development of the country. Sixty years ago most of our mechanics lived in the country upon small farms, which they and their families tilled for support, and they sold their surplus labor to supplement the home income. People were honest and thrifty, because all were em-

ployed; to-day these mechanic farmers reside in town or city, sell all their labor and live out of a canned garden and milk a tin cow; of course their sons and daughters are idle.

7th. To foster the mechanic arts we have levied a duty upon the farmers, thereby destroying competition and increasing the cost of what they purchase about fifty per cent. This with the marvelous improvements in machinery and mechanical power has given the mechanic an earning capacity (as shown by the last census) of from four to six times that of the average farmer. This is the main magnet which attracts the best youth from the farms and deprives the rural districts of their rightful leaders.

8th. To cap the climax of depressing influences most of the money of the country has been diverted into commercial channels through the banking laws. In olden time there were men in the country who loaned money to farmers; later all such funds have been absorbed by banks, until banks directly and indirectly control the money of the country. Farmers can deposit in a bank; but they cannot borrow from that bank, even their own money, to make a crop. It requires at least six months to make and market an average crop upon a farm. Banks can loan only for ninety days. Suppose all of the deposits of a village bank were made by farmers, that money must be loaned upon short time and hence is not available for crop-raising to any extent. Thus the banking capital of our country, a considerable portion of which belongs to farmers, has not promoted agriculture; but has stimulated commercialism and by its concentration in cities has fostered gambling in stocks. The great fluctuation in the values of farms and farm products lies in the fact that the money of the country is not backing them. It has been loaned to the merchant, the manufacturer and the speculating interests. This is not intended as an argument against banks. Banks are a necessity. The criticism holds against a phase of our banking laws, which by process of law diverts the money of farmers into commercial channels.

This backward condition of the country as compared with the city is not a new problem. It dates from the earliest historical periods. Many of the words of reproach or opprobrium in the English language were the designation of farmers, in the

several languages from which they were derived, such as villain, heathen, clown and boor. While rural conditions were such as these names indicate, the weavers of Bruges and the trainbands of London were winning victories for liberty.

Every effort to improve the country has been more or less of an uplift. When manufacturers were established in the villages of England and in New England an important step was taken in economic production. It helped the marketing of farm products and gave employment to the surplus labor of the country. This should still be the policy of manufacturers, if the most economic production is sought. These villages were a social as well as an economic gain.

The establishment of country schools was another advance. They had been far from perfect and possibly should be modified to meet present conditions; but they have been an inspiration to thousands who lived remote from urban refinement. They were expensive, but infinitely cheap as compared with the barbarism of ignorance.

Another advance of the country was the establishment of Agricultural Colleges. These democratic institutions attracted the sons of farmers by their gospel of labor and the introduction of studies helpful in vocations of toil.

It was hoped, and by many expected, that the graduates of these colleges would return to the country, become captains of rural industries and revolutionize conditions. This did not occur, but good was done. Thousands of the under-graduates are upon the farms. Many of these colleges have established short courses for the tillers of the soil. Farmers' Institutes have been organized to carry agricultural knowledge to the scattered homes in the country and deliver it orally. They have fostered investigations along agricultural lines and they keep the necessity of more agricultural knowledge as a live issue before the people.

Another class of reformers is prescribing "Diversification of Farm Products," as a remedy. Diversifying is a great aid to success in agriculture, under certain conditions; but how can the man who has nothing diversify? He cannot go into dairying nor stock farming because he cannot buy the fraction of a

cow or a pig. He cannot plant new crops, because the merchant regards the move as an experiment, and he will not advance on an experiment. The only way such farmers can prosper is by remaining in the old rut and improving the rut.

Other advocates of reform are clamoring for improvement of rural conditions—better homes, passable highways, free delivery of mails, etc. These are excellent suggestions; but they do not reach the main difficulty, which is the lack of means to do anything.

I once heard a poor tenant farmer complain that he could not make a living farming; a passing stranger remarked, "Why don't you quit farming, if there is no money in it, and go to banking?" "Mister!" replied the poor man. "I don't know whether you are insane or an idiot. It sounds like both." To men on the farm hunting for a breakfast, considerable of the advice sounds like both.

There is another remedy for the country, very popular just now, and that is the teaching of agriculture in the common schools. Properly defined and understood, there is a certain amount of helpfulness in it. However, if taught universally in the country schools, no sweeping revolution will result, for the following reasons:

1st. Agriculture is not a science and it has but little science in it. That little science can be taught. The remainder must be acquired by observation, experience and business methods. Some instruction may be given in soils, in plant classification, in the way plants feed and grow and are propagated, in insect and bird life and in animal structure and requirements. These may go into secondary schools in a limited way. It appears to me impracticable to introduce them generally into the rural common schools, as they are now organized; at least till teachers are trained to instruct. If these schools can be consolidated into township schools, properly graded, it will then be possible to introduce some object lessons and primary instruction in nature studies. In the common country schools, it is at present unwise to attempt much looking to agriculture beyond object lessons. These are always valuable, and oral instruction should be given with them.

It is estimated that there is a possible gain of five fold in the earning capacity of each farm laborer above his present income. Practically the whole gain is due to the following plan: fill the soil with humus; prepare a deeper and more thoroughly pulverized seed bed; better seed; proper fertilization; more cultivation; the use of stronger teams; better machinery and tools; and utilize the idle lands by grazing. Four-fifths of the gain is in the economic use of better teams and tools and the introduction of animal husbandry. A majority of our common school teachers are women, ignorant of practical agriculture, but no more so than sixty per cent. of the male teachers. How are such teachers to instruct in these branches, which requires a farm fully equipped, and practical experience?

I have been talking about common schools. In our portion of the United States there are no common schools. They are most extraordinary schools. The children are given science lessons, language lessons, social economy, French, Latin, drawing, vocal and piano music, etc. Possibly later they may learn to read and spell. I asked the patron of one school how the pupils progressed in Latin. He replied, "Very well indeed. The only difficulty is that they are required to write their translations in English and they do not know how to write English."

Let us drop this farce. The need in common schools is for thorough training in the fundamental English branches. If there is time for more, let the boys study book-keeping and business methods. If still there be room, introduce nature studies and object lessons. Let the girls take for higher branches the lost science of cooking, housekeeping and physiology. I am asking for a substantial foundation upon which to build a useful life for such people as must be practical, because they must earn their bread by toil. For people of means and with love of learning, I commend a life of study, broad, deep and thorough, well rounded by extensive travel and observation. We need great scholars. The common toiler needs an education that leads to easier bread.

In the centuries the American people have been at work on the problems of rural reform some progress has been made,

and we are now prepared for the complete accomplishment of what we have so earnestly sought, the placing of rural life upon a plane of profit, of honor and power. We must commence at the bottom and re-adjust the life of the common people.

1st. By increasing the earning capacity of the small farmers. More comfortable homes, better schools, improved highways, telephones, free delivery of mails and rural libraries—all require money. They cannot be installed and maintained without it; hence the basis of the better rural life is greater earning capacity of the farmer. Farm renovation and maximum crop production are now fully understood and they can be explained and illustrated in such a simple and practical way that it would be a crime not to send the gospel of maximum production to the rural toiler. It is said by some that the farmers are a hard class to reach and impress. That is not my experience; they are the most tractable of people, if you have anything substantial to offer—but they all want proof. They do not take kindly to pure theories, and no class can more quickly discriminate between the real farmer and the book farmer than the men who till the soil. The message to the farmers must be practical, and of easy application. Who shall take this message? Our experience is in favor of farmers of fair education and acknowledged success on the farm. They may make mistakes, from a scientific standpoint, in delivering the message, but these are easily corrected. The main thing is to induce the farmer to act; and no one can do that like a fellow farmer. Of what avail is it that the message be taken by a man of science, if the farmer will not give heed? In general it is not the man who knows the most who is the most successful; but the man who imparts an implicit belief with his message. The greatest failure as a world force is the man who knows so much that he lives in universal doubt, injecting a modifying clause into every assertion and ending the problems of life with an interrogation point.

The process of changing the environment of a farmer is like that of transforming a farm boy into a scholar. First, the farmer is selected to conduct a simple and inexpensive demonstration. Second, a contract is drawn with the United States

Department of Agriculture by which he agrees to follow certain instructions. Third, better seed is furnished him and his name is published in the papers. Fourth, each month when the Government's Field Agent goes to inspect his demonstration many of his neighbors are invited; consequently, he will almost unconsciously improve his farm so as to be ready for company and cultivate all of his crops better. Fifth, a report of his extra crop is made in the county papers. His neighbors talk about it and want to buy seed. Sixth, he sells the seed of his crop at a high price; his neighbors ask him how he produced it; he is invited to address public assemblies, he has become a man of note and a leader of the people and cannot return to his old ways. Soon there is a body of such men; a township, a county and finally a State is transformed. The power which transformed the humble fishermen of Galilee into mighty apostles of truth is ever present and can be used as effectively to-day, in any good cause, as when the Son of God turned His footsteps from Judea's capital and spoke to the way-side children of poverty.

The environment of men must be penetrated and modified or little permanent change can be made in them. The environment of the farmer is limited generally to a few miles. The demonstration must be carried to this limited area and show how simple and easy it is to restore the virgin fertility of the soil, to multiply the product of the land per acre, to increase the number of acres each laborer can till by three or four fold, and to harvest a profit from untilled fields by animal husbandry. This is our Farmers' Co-operative Demonstration Work.

The second step in rural regeneration is the establishment of Agricultural Banks, through which reliable men may be assisted to own the lands they till. In the United States there are over two million of rented farms, more than one-third of the total number. The majority of these farmers would become owners if properly encouraged and aided. In addition there are tens of thousands of mechanics in the towns and cities, who were raised on farms and would return to the country and purchase lands for homes, if slightly assisted.

Agricultural Banks should be established to assist in carrying out the plan of colonizing the country with thrifty home owners. Furthermore, it is equitable, because while millions produced by the farms of the nation have by the process of banking been transferred to commerce, no way has been provided, under the law, by which the money of the people can be used by the people for time investments in providing for ownership of rural homes—the royal right of American Sovereigns and more honorable than the order of the Garter or the Golden Fleece.

The third advance in the great uplift of rural conditions consists in teaching farmers' wives and daughters how to feed, clothe and doctor their families. When the township graded school takes the place of the scattered district schools, it will be plain how to accomplish this work by school demonstrations.

If these three progressive steps be taken, the rest will follow as a natural evolution. It is not a matter of pure deduction which assures me that the farmers will make their homes more comfortable and more beautiful, will perfect the rural school system, will construct good roads, telephones and electric railways, when they have the means to do so. Wherever our Farmers' Co-operative Demonstration Work has been conducted long enough for the farmers to get out of debt, there is a marked improvement in buildings and farm equipment to do good work. The farmers' families are better clothed and fed; thrift and comfort have appeared in places formerly as destitute of these as the jungles of Africa.

The State can accelerate the progress of rural improvement by encouraging good works. In England better highways have been promoted by a law which provides for the general government taking charge and thereafter maintaining all roads which the people construct and improve up to certain excellence. In a similar way the State could encourage the building of the best macadam or Roman type of roads by offering premiums for every mile constructed by a township or county, and important highways might even receive national aid. Such a highway as the Spaniards constructed from Ponce to San Juan is worthy of national aid and is more valuable to the country than a rail-

road and at less cost. The life of a Roman highway is more than two thousand years. Several such highways should bisect every county in the United States and be a part of a great national road system. The secondary highways will of course for many years be dirt roads; but they should be of the best type. With our waterways improved, connecting canals constructed, and a system of national highways developed, the problem of transportation will be largely solved and an immense impetus given to better country conditions.

In a similar way a wise governmental policy can foster schools, by special annual appropriations to township and county graded schools of a certain excellence. Under such a system a high school fully equipped to instruct in the practical branches required for successful farm life, could be maintained in every county.

Telephones should be made a part of the postal system and extended through the farming districts of the United States where the people have shown ability to construct and maintain a first-class highway; one-half the expense of installing the telephone to be borne by the rural route and a rental charge made, as for post-office boxes. In addition there should be a rural express on every highway of the first class. Thus a farmer residing ten miles from his market town could make an order by "Phone" and receive the package by express in a short time. By the same conveyance the sons and daughters of the farmers could attend a central high school.

Upon this general plan, and no other, can the country become what it should—a home making place, where the farmer will reside upon his farm. The mechanic and the merchant wanting more space for their homes, will choose it five or ten miles in the country and professional men will seek rural quiet and rest. Our civic centres are expanding with amazing rapidity, not because men love brick walls and electric elevators, but because they there find greater earning capacity and certain conveniences and comforts, which have become a necessity. Make it possible to have all of these amid the quiet and beauties of nature, with rapid transit to business centres, and vast numbers that have sought an urban home will turn to the

country for a home at less cost with purer air and water, greater convenience and beauty, cheaper food and more contentment.

Let it be the high privilege of this great and free people to establish a republic where rural pride is equal to civic pride, where men of the most refined taste and culture select the rural villa and where the wealth that comes from the soil finds its greatest return in developing and perfecting that great domain of nature which God has given to us as an everlasting estate.

The Chairman then introduced Mr. T. O. Sandy, of Farmville, Va., who presented some lessons out of his own experience.

FARM IMPROVEMENT IN VIRGINIA.

T. O. SANDY.

Gentlemen: I am not here to make a speech; I am no speaker. I only want to give a brief outline of the possibilities of our lands in Eastern Virginia. In a few words I will give my own experience. I started out on one of the poor, worn-out farms of Nottoway county, Va. This land, at that time, could not produce more than five bushels of corn to the acre, wheat about six bushels, and grass would not grow at all. Only the bare fields lay before me and if such a thing were possible, they would have cried out from utter exhaustion; like a worn-out human system they had to be built up. I had no capital to invest in the improvement of the soil, but there was one thing I did have—energy, which, in my opinion, is a greater blessing than money. Without energy riches soon take wings and one finds himself at the starting point. I own it was a gloomy outlook, but I felt something could and must be accomplished, and I set to work, with a determination to succeed and to find a way to make those fields productive—in other words to make them turn green and cease to be an eyesore.

To live in the country and to have to gaze over barren fields, winter and summer, is not a pleasant occupation, especially

when one's only source of living is found in what the land brings forth. I had to find out what this land needed, and after working, struggling and experimenting, I found it was lime, manure and pure raw bone, combined with thorough cultivation. Then cows were bought and put on the farm, and these were fed a balanced ration. The milk was run through a separator, morning and night, the skimmed milk fed to calves and pigs and the cream shipped to cities. Cattle must be kept in order if a farm is to be kept up to a high state of fertility. My cattle, which are Holsteins, aside from the value of the manure made, have been a source of great profit. I averaged, last year, \$125 per cow. The farm under this management soon commenced to pay. In five years I was making 40 bushels of corn and two tons of hay to the acre. This line of work was kept up, and now, in twelve years, I am harvesting from 75 to 80 bushels of corn to the acre and last year cut from four to five and a half tons of hay to the acre.

We all know the necessity of similar work in Eastern Virginia. All of this land can be utilized in the same way, and its occupants, by such methods as I have outlined, can improve their farms, educate their children and lay by something for a rainy day. Old Virginia would bloom and blossom like a rose if we only could get our people to wake up and get out of the old bottomless ruts.

Now we want to know the practical method of doing this. This requires a great deal of thought. The way which has been adopted is this: I have in charge twenty Demonstration farms within forty miles of my home, Burkeville. At each station two of these are located. I go in person to the farmer and make a contract with him to cultivate a certain acreage in corn, grass and potatoes. He is to keep an accurate account of all work done on said land cultivated for each crop, a careful account of what is made, showing exactly what each bushel of corn and ton of hay has cost to be produced. I then make arrangements for his fertilizer and the best farm tools to be used, and I do my best to instill into him the *intensive* rather than the *extensive* system of farming. I encourage the use of more machinery, more horsepower and less labor, more cattle to consume the roughage and

improve the lands. In fact I tell them, through the interest I have in them, that I am going to criticise anything I see on their farms that is a hindrance to their welfare and to the happiness of their families. For instance, one of my best men was drawing water, by buckets, from a 90-foot well to supply his dwelling and stables, while not more than three hundred yards from his house was one of the clearest, best springs I ever saw, which would run a hydraulic ram that would throw water one hundred feet above his house. We talked it over and he concluded to add that convenience, even if he did live on a farm. There was no use in toiling unnecessarily just because his forefathers had drawn water from that 90-foot well.

It was intended by God that we should move forward and not stand still, and actually I find men who are working hard to go backward.

I have been asked by people all over the State to conduct Demonstration fields in their midst. They are perfectly willing to do anything I ask and there is no trouble to get them to take hold of this work. I am having a meeting of the farmers at each Demonstration station. I discuss farm work and farm life and give them the privilege to ask questions as I go along. All take a part, showing they are interested.

Now, ladies and gentlemen, if I can accomplish in my feeble way the improvement of these lands in Eastern Virginia, I shall have gained all the glory I crave.

THE ART OF RAISING CORN SUCCESSFULLY.

E. McIVER WILLIAMSON.

The next speaker was Mr. E. McIver Williamson, of Montclare, S. C., who spoke upon "The Art of Raising Corn Successfully." He dwelt particularly upon the point that the plant in its earlier stage should grow slowly and its stalk be kept small, which could be accomplished by withholding fertilizers at the first and planting as soon as the danger of frost is past; then in the later stage of the maturing plant and the forming ear, abundance of fertilizers should be applied to nourish the

seed in its rapid development. By this treatment the strength of the plant would be kept from running into the stalks and turned to the perfection of the ears themselves. For a fuller account of his experiments, reference is made to an article in the *Hartsville County Messenger* of January 17, 1907, from which we are allowed to make the following abstract:

“For a number of years after I began to farm I followed the old-time method of putting the fertilizer all under the corn, planting on a level or higher, six by three feet, pushing the plant from the start and making a big stalk, but with ears few and frequently small. I planted much corn in the spring and bought much more corn the next spring, until finally I was driven to the conclusion that corn could not be made on uplands in this section except at a loss.

“I did not give up, however, for I knew that the farmer who did not make his own corn never had succeeded and never would. So I began to experiment. First, I planted lower and the yield was better, but the stalk was still too large. So I discontinued altogether the application of fertilizer before planting, and knowing that all crops should be fertilized at some time, I used mixed fertilizer as a side application and later added the more soluble nitrate of soda. Still the yield was not large and the smallness of the stalk suggested that the plants might be thicker in the drill. This was done the next year with results so satisfactory that I continued from year to year to increase the number of stalks and the fertilizer to sustain them, also to apply nitrate of soda at the last plowing, and to lay by early, sowing peas broadcast. This steadily increased the yield until, in 1904, with corn eleven inches apart in six-foot rows, and with eleven dollars worth of fertilizer to the acre, I made eighty-four bushels average to the acre, several of the acres making as much as 125 bushels.

“Land should be thoroughly and deeply broken for corn; and this is the time in a system of rotation to deepen the soil. Cotton requires a more compact soil than corn, and while a deep soil is essential to its best development, it will not produce as well on loose, open land. Corn does best on land thoroughly

broken. A deep soil will not only produce more heavily than a shallow soil with good seasons, but it will stand more wet as well as more dry weather.

“In preparing for the corn crop, land should be broken broadcast during the winter, one-fourth deeper than it has been plowed before; or, if much vegetable matter is to be turned under, it may be broken a third deeper. This is as much deepening as land will usually stand in one year and produce well; though it may be continued each year so long as there is much vegetable matter to be turned under. It may, however, be subsoiled to any depth by following in bottom of turn plow furrow, provided there is not too much of the subsoil turned up. Break with two-horse plow if possible, or better with a disc plow. With the latter, cotton stalks or corn stalks as large as we ever make them can be turned under without having been chopped, and pea vines will not choke or drag. Never plow land when it is wet if you expect to have any use for it again.

“Bed with a turn plow in six foot rows, leaving five-inch balk. When ready to plant, break this out with a scooter, following in the bottom of this furrow deep with a Dixie plow, the wing taken off. Ridge then on this furrow with the same plow still going deeper. Run the corn planter on this ridge, dropping one grain every five or six inches. Plant early, as soon as the frost danger is past, say the first seasonable spell after March 15th in this part of the country. Especially is early planting necessary on very rich lands, where stalks can not otherwise be prevented from growing too large. Give the first working with a harrow or any plow that will not cover the plants. For the second working use a ten or twelve inch sweep on both sides of the corn, which should now be about eight inches high. Thin after this working, leaving the right number of plants to each yard of the row.

“The corn should not be worked again until the growth has been so retarded and the stalk so hardened that it will not grow too large. This is the most difficult point in the whole process. Experience and judgment are required to know just how much the stalk should be stunted and plenty of nerve is required to hold back your corn when your neighbor, who fertilized at

planting and cultivated rapidly, has corn twice the size of yours. He is having his fun now ; yours will come at harvest. The richer the land the more necessary it is that the stunting process should be thorough.

“When you are convinced that your corn has been sufficiently humiliated you may begin to make the ear. The plants should now be from twelve to eighteen inches high and look worse than any corn you have ever had before. Put half of your mixed fertilizer—this being the first used at all—in the old sweep furrow on both sides of every other middle, and cover by breaking out this middle with the turn plow. About a week later treat the other middle in the same way. Within a few days side the corn in the first middle with sixteen inch sweep. Put all your nitrate of soda in this furrow, if it is less than 150 pounds; if it is more than that use only half now. Cover with one furrow of the turn plow, then sow peas broadcast in this middle at the rate of at least a bushel to the acre and finish breaking out.

“In a few days, side corn the other middle with the same sweep and if there remains a balance of nitrate of soda, put it in the furrow, cover with the turn plow, sow peas and break out. This lays by your crop with a good bed and plenty of dirt around the stalk. This should be from June 10th to the 20th, unless the season is very late, and the corn should be hardly bunched for tassel. Lay by early. More corn is ruined by late plowing than by lack of plowing. This is when the ear is hurt. Two good rains after laying by should make you a good crop, and a crop can certainly be made with much less rain than if pushed and fertilized in the old way.

“The stalks thus raised are small and do not require the moisture necessary for large stalks. They may therefore be left much thicker in the row. It has long been the custom to cut back vines and trees in order to increase the yield and quality of fruit; if you do not hold back your corn it too will go to stalk. Do not be discouraged by the looks of your corn during cultivation. It will yield out of all proportion to its appearance. Large stalks cannot make large yields except with very favorable seasons, for they will not stand a lack of moisture. Early application of manure goes to make large stalks and the plant food is

thus used up before the ear is made. Not only will tall stalks fail to produce well themselves, they also will not allow you to make pea vines, which are so necessary to the improvement of the land.

"I consider the final application of nitrate of soda an essential point in the ear making process; it should always be applied at the last plowing and should be unmixed with other fertilizers.

"I am satisfied with one ear to the stalk, unless a prolific variety is planted, and I leave a hundred stalks for every bushel I expect to make. The six-foot row is easiest to cultivate without injuring the plants. For fifty bushels to the acre I leave the plants sixteen inches apart; for seventy-five bushels, 12 inches, and for a hundred bushels, eight inches apart. The corn should be planted from four to six inches below the level and laid by from four to six inches above. No hoeing should be necessary and middles may be kept clean until time to break out by using the harrow or by running one shovel furrow in the center of the middle and bedding on that with one or more rounds of the turn plow.

"This method has been successfully applied to all kinds of land in this section except river lands and moist bottoms, and I am confident that it can be used with great benefit throughout the entire South. In the Middle West, where corn is so prolific and profitable, and where, unfortunately, so much of ours has been produced, the stalk does not naturally grow large. Coming South its size increases at the expense of the ear, until in Cuba and Mexico it is nearly all stalk, as witness the Mexican varieties. The purpose of this method is to eliminate such tendency to overgrowth at the expense of yield in this Southern climate. By following this course I have made my corn crop more profitable than cotton, and my neighbors and friends who have adopted it have without exception derived great benefit from it.

"The increased cost of labor and the high price of all material and land are rapidly making farming unprofitable except to those who are getting from one acre what they formerly got from two. We must make our lands richer by plowing deep,

planting peas and other legumes, manuring with acid phosphate and potash, which are relatively cheap, and returning to the soil the resultant vegetable matter rich in humus and nitrogen. The needs of our soil are such that the South can never reap the full measure of prosperity that should be hers until this is done."

THE RE-DIRECTING OF RURAL INSTITUTIONS.

L. H. BAILEY.

(Abstract.)

Every one of us is sure that something large and radical should be done for the farmer and for the country living. We are all aware of the present return of country-life sentiment. It is of two kinds: The desire of many persons to escape to the country, which is reasonable; the desire of certain other well-meaning persons, mostly doctrinaires, to "uplift" the farmer, which is mostly misdirected and unnecessary, but usually harmless and keeps them occupied. The farmer stands on his own feet, and he needs no apology. The help that he needs is the removal of conditions that disadvantage him, so that he can work out his own progress. Now, mostly through no fault of his own, the institutions which are nearest to him are in a state of arrested development or even of decadence. The greatest need at the present day, whether in State or national issues, is a fundamental re-directing of rural institutions. There must be a new crystalization of ideas, and perhaps to some extent a new political philosophy.

The main effort of the agricultural colleges thus far has been to establish themselves and to teach their students how to make the land more productive. While a study of the means of increasing the productivity of land must always be the central effort of these institutions, they have now taken a much larger field and must deal also with the farm as a part of the community and consider farming interests with reference to the welfare and the weal of the commonwealth.

We have lived in an epoch of city building. The avenues of trade and the movements of population have drained the country into the city. The next generation will see the rise of the small town and the re-direction of the country districts. The agricultural colleges and experiment stations are an essential part of this new re-directing of effort and all the work of these institutions eventuates in social ends. Agricultural institutions are not isolated agencies. They contribute to the public welfare in a very broad way, extending their influence far beyond the technique of agricultural trades. Out of all our facts and discoveries we must now begin to formulate a new social economy.

With the growth of the urban sentiment the nativeness of rural institutions has been allowed to die out. City institutions have taken their places. The attention of all the people has been directed cityward; even though they live in the country they think of the town and city as the proper place in which to go to church, to school, to seek enlightenment and entertainment. Socially, the country has been left sterilized. We need now a fundamental re-direction of all country institutions; and this, as I think of it, is the greatest internal problem now before the American people. We are in great danger of running after strange gods, in supposing that wholly new agencies and institutions must be invoked to cure the rural ills. Much of the current discussion is little more than sophistry. We are to make the greatest progress by utilizing in a new way the forces and institutions already in existence.

Without attempting to cover this field, I may indicate a very few of the institutions which seem to me to need new and careful study.

1. We need to organize the affairs of the agricultural country. There are many small organizations crystalizing about local questions. These questions are largely economic. They may be societies of corn growers, of creamery men, of evaporated fruit men, clubs organized temporarily to check tuberculosis, reading clubs, and the like. Some central agency should co-ordinate and integrate all these local and isolated organizations so that, while every one maintains its complete autonomy, all together

they may progress toward definite ends. Most of the rural organizations are really conventions meeting once a year or possibly once a month. In the interim they have no effective and continuing interest; thereby, they lose their efficiency. In contradistinction to all this is the Grange which conducts its business throughout the year, its offices always being open; and this is why the Grange has such a tremendous influence in those States (as in New York and New England) in which it is well organized.

2. The city has developed greatly because of the perfecting of means of communication. The country is now beginning to consider this question also. Trolleys, rural free deliveries, and other agencies are now well established. We must take care that these means of communication do not result in draining the country into many small cities or towns as the railroads and canals have heretofore drained it into metropolitan centers. Good roads are a means of doing business expeditiously and economically; they are also a means of overcoming isolation and they will have a great influence in organizing social movements in the open country. All other avenues of commerce have been primarily city feeders. It is of the utmost importance, therefore, that country highways serve country necessities.

3. The city has developed high effectiveness in entertainment and amusement. Country people are looking to the city for their entertainment. I am wondering whether the time will not come when we shall endeavor to re-establish some of the good old country entertainments and games. I have already said to the students in the college from which I come that I would like them to have an athletic field of their own if, thereby, they could develop native games in which many persons could participate rather than those in which a few persons perform feats of skill and all the others look on. There is no essential or necessary reason why country people should look wholly to the town or city for amusement or entertainment.

4. The rural school needs fundamental re-direction. While it is better now than it ever was before, it is nevertheless in a state of arrested development as compared with town schools and city schools. The small country school is a good school just

because it is small and also because it is close to the actual problems of the people. In spite of this fact, however, the teaching in these schools is little related to its environment. My old friend, Professor Roberts, used to say that he had graduated from all the country schools, and the only thing he ever learned that had relation to the farm was that cider is made of apples.

I suppose it is indisputable that all effective education should develop out of experience; and also that every school should be the natural expression of its community. If these statements are accepted, then it will be seen that the mere addition of a subject here and there to the school curriculum may not be sufficient to put the school into real relationship with its environment. I am thoroughly in sympathy with the establishment of secondary special schools for the teaching of agriculture whenever they can be well organized and the subjects thoroughly well taught. I am also much in sympathy with the introducing of agriculture as a special subject in rural schools whenever it can be effectively handled. These two agencies ought to be effective in arousing and crystalizing public sentiment to the need of a new kind of education. However, these cannot solve the problem of rural education in terms of the daily life. The separate agricultural school may be thoroughly effective from the pedagogical point of view, but even one in every county cannot reach all the people of a State. Suppose there were fifty-five agricultural high-schools established in the rural counties of New York State, for example, and that each should have a capacity of graduating fifty students per year who had received elementary agricultural instruction. In order that one boy from each farm in the State should have a chance in such high school would require about eighty-two years. Moreover, there should be at least two persons from every farm educated in terms of farm life; and new generations are being born.

The final effectiveness of merely adding agriculture in the rural schools lies in the fact that it does not constitute a fundamental re-direction of the whole point of view of the school itself, although it may be a most useful means of starting a revolution that will bring about that desirable end. I believe in the nativeness of the rural schools. I should like to see

them numerous and relatively small. In certain cases, consolidation of rural schools may be advantageous. It is advantageous only when they need to be consolidated or centralized for pedagogical reasons. It is not wise to consolidate them merely to secure greater funds to maintain a combined school; for it is the duty of the State to see that its people are educated; and if we expend billions of dollars for canals and for roads and for other objects, we can also afford to spend billions of dollars for the education of our children. I should be sorry for the time when local taxation for the maintenance of schools would ever be eliminated or reduced, for we need the spur of taxation to interest the community in its own affairs; but, on the other hand, I also look for the time when the State will co-operate even more fully than at present in making direct appropriations to the rural schools. The school should represent local interest. We have become so much in the habit of moving from place to place that we are likely to lose our attachment to particular pieces of land. I strongly sympathize with the feeling of farming communities that when a school is discontinued in a neighborhood a vital spark has gone out of the community.

It is not necessary to have an entirely new curriculum in order to re-direct the rural school. If geography is taught, let it be taught in the terms of the environment. Geography is the surface of the earth. It may well concern itself with the school grounds, the highways, the fields and what grow in them, the forests, hills and streams, the hamlet, the people and their affairs. When I began to study geography it was a ballooning process. I began somewhere off in the universe and gradually dropped down to the solar system until I reached the earth. When I landed on the earth it was in South America and Asia. I learned about the anacondas and boa constrictors of South America and the lions and tigers of the old world jungles. I never learned anything about the pigs and chickens on our farms. What I learned about these exotic animals was of two categories: there are certain animals that deserve to be studied because they afford products useful to man; there are certain other animals that need to be studied because they are terrible creatures that eat folks up. All this, of course, is rapidly

changing. We are now interesting the child in the earth on which he stands, and as his mind grows we take him out to the larger view. A good part of geography in a rural community should be agriculture, whether so-called or not. Geography can be so re-organized and so re-directed as in ten years to revolutionize the agriculture of any State.

I might make the same remarks about arithmetic. The principles of number are, I suppose, the same everywhere; but there is no reason why the practical problems should not have local application. In my day, at least, a good part of the practice problems were mere numerical puzzles. I fancy that even at the present day the old people are interested in the problems that the child takes home merely because the child is in a fix and his predicament appeals to their sympathies. When, however, the child takes home a problem that has application to the daily life, there is a different attitude on the part of the parents, not only to the problem, but to the school which gave the problem. A good part of agricultural practice can be expressed in mathematical form. How to measure land, how to figure the cost of operation, how to compound a ration or a spray mixture, how much it costs to fight bugs in the potato field, the mathematics of rainfall and utilization of water by plants—these, and a thousand other problems that are personal and vital, could be made the means of so re-directing and re-organizing number work as to make it possible, by means of the schools, to revolutionize the agriculture of any State.

My hearer can at once make applications of this line of thought to the reading, to the manual training, and to the other customary work of the school. I recall the case of a young teacher who was told when he went into a community that persons could not spell as they did in the old days. He saw his opportunity. He discarded the spelling books and made up a list of two hundred words that were in common use in the community. He taught the people to spell and, at the same time, he interested them in a new way in their old affairs. Starting from this beginning he has come to be a man of much more than State reputation.

You have only to consider the school-houses to see that the rural school is in a state of arrested development. Go with me from Maine to Minnesota and back again and you will see in the open country practically the same kind of school-house all the way, and this is the kind in which our fathers went to school. There is nothing about it to suggest the activities of the community or to be attractive to children. Standing in an agricultural country, it is scant of land and bare of trees. I think that if a room or wing were added to every rural school-house to which children could take their collections or in which they could do work with their hands, it would start a revolution in the ideals of country school teaching even with our present school teachers. Such a room would challenge every person in the community. They would want to know what relation hand training and nature-study and similar activities bear to teaching. Such a room would ask a hundred questions every day. The teacher could not refuse to answer them. It was with some such idea as this that we have erected on the Cornell campus, in connection with the College of Agriculture, a rural school building which has the ordinary teaching room, and it also has a work room. This building, costing about \$1,800, is also designed to be comfortable and attractive and sanitary—three conditions which I fear are little present in the average rural school building.

While we are thinking of founding new schools, we may be neglecting the present schools of the people, which should be made the most effective agency of reaching all the people. The effort that is put into new enterprises might accomplish more good, in the long run, if expended in improving and re-directing existing institutions. The problem of the rural school is not so much one of subjects as it is of methods of teaching. The whole enterprise needs to be developed natively and from a new point of view; for in an agricultural country agriculture should be as much a part of the rural school as oxygen is a part of the air.

5. It is a question whether we do not also need a re-direction in rural government. The rural people are not inert, as they are often said to be, nor are they incompetent, but the systems

whereby men are organized and affairs are directed are likely to be incomplete, ineffective and to lack vitality. I think we need more active and compact rural government. I am afraid that some of our system of governing the open country may be found to be antiquated and inadequate.

6. The rural church needs also radical attention. What I have said about the rural school-houses will apply very largely also to the country church buildings. They consist chiefly of a preaching room and a vestibule. They have changed very little within two generations. Concerned in too many cases with technical religion, formal piety, small and empty social duties, the country church lacks the activity and real connection with life to appeal to many of the strong personalities in its community. The country church offers a great opportunity for young men who wish to be of service to their fellows, providing they see a new horizon and desire to re-cast the church effort into line with daily living. Every pastor who hopes to do the greatest service in the open country should have training in an agricultural college, or in some similar institution. Religion is the natural expression of living, not a set of notions or of habits, or a posture of mind added to the daily living. The type of religion, therefore, is conditioned on the kind of living, and the kind of living is conditioned, in its turn, very largely on the physical and economic effectiveness of life.

I should like to see on every important four corners in the country four buildings—on one should be a general assembly place, as a town meeting-hall or a Grange hall; on another corner I should like to see a building into which the products of the community, historical mementoes, books, biographies of the inhabitants and the like could be collected and preserved. Such a building would develop a strong interest and attach persons to the land on which they live. On another of the corners I should like to see a re-directed rural school, devoid of all fidgets and fads, which should be as much a native expression of the community as are the farms and the homes themselves. On the other of the four corners I should like to see a country church, which would stand for aspirations and ideals, but which should have its roots, nevertheless, run deep into the indigen-

ous affairs of the country. Everything with which men have to do needs to be spiritualized. This is much more effective for our civilization than merely to spiritualize things that we hope for.

From this brief sketch we see that the rural country needs a new direction of effort, a new outlook, and a new inspiration. Some man some day will see the opportunity and seize it. The result of his work will be simply a new way of thinking, but it will eventuate into a new political and social economy. When his statue is finally cast in bronze he will not be placed on a prancing steed nor surrounded by any symbols of carnage or of war. He will be a plain man in citizen's clothes, and he will stand on the ground, but his face will be towards the daylight.

THURSDAY AFTERNOON, APRIL 11th

DR. D. B. JOHNSON IN THE CHAIR.

The Conference was called to order at about 3:30 o'clock.

The topic of the hour was announced as The School Garden, to be discussed by Mr. Henry Griscom Parsons, of New York.

SCHOOL GARDENS.

HENRY GRISCOM PARSONS.

The International Children's School Farm League, whose present headquarters are at 29 West Fifty-sixth Street, New York City, has been started for the especial purpose of supplying information and guidance to those who need it. It is the direct result of many letters of inquiry.

Under the auspices of this organization, there will be at the Jamestown Exposition this summer a Children's Farm, which, it is hoped, will show something of the spirit of this work to teachers of the country who visit the Exposition. It is to be done as a partial answer to many inquiries about the work from teachers all through the South.

The demand which is growing for teachers to conduct Children's Gardens forced upon us the need of a training class, and under the New York University School a most successful class was conducted last year, and is to be repeated this summer.

The conditions under which the course is given are as nearly ideal as can be imagined. The fine old garden which the class uses supplies everything to be desired. The insects, flowers and weeds to be specially dwelt on are here in abundance. The garden, shop, lecture-room and library are near together. Within easy access are three large Children's Gardens, each of a dis-

tinctly different type, and each the best of its kind. This one feature cannot be supplied anywhere else in the country. Each of these gardens will be visited and studied by the class during the summer session.

Recent writers on the History of School Gardens differ regarding the time and place of their origin. Under King Cyrus the Elder, Persia had School Gardens for the sons of noblemen 559 years before Christ. The great teacher, Amos Comenius, 1592-1671, wrote: "A garden should be connected with every school." August Hermann Francke established a School Garden at Halle in 1695, in connection with his orphan asylum. J. J. Rousseau advanced the School Garden idea in his book "Emile," published in 1762. Pestalozzi made use of the garden idea 1745-1827, and Froebel recommended it 1782-1852. In 1848, at Worms, Germany, a garden was connected with the advanced school for girls. In 1898 there were 18,000 in Austria-Hungary and 7,500 in Russia. Nearly every country of Europe has had School Gardens for many years, especially Belgium, France, Sweden and Russia.

In 1905 the United States Government published Experiment Station Bulletin No. 160, entitled "School Gardens, by B. T. Galloway," telling of the work done in the District of Columbia and giving an account of work in several other cities of the United States, among the most important being New York, Philadelphia, Yonkers, Boston, Hartford, Rochester and Cleveland.

The teaching, so far as possible, is by object lesson. Let us imagine one section of the garden where the children are to fix their paths. The teacher gathers a group about a plot. He has a hoe with marks on the handle for a measure, a small garden line fastened to two sticks, and a spade. He measures to find the right place and puts up the line, and then with the spade cuts the edge of the plot, rounds up the path and makes it the right width. He takes, perhaps, five minutes, and makes a small section of the path, as he wishes the children to do it. Then, with the same kind of tools, each child goes to his own little path, and repeats what he has just seen done.

Suppose the lesson is on some insect, say the lady-bug A

lady-bug is captured, and it is held while it is talked about. The children see the shell-like wing-covers and count the spots. Then underneath these they see the wonderful folding wings. Then, with a small magnifying glass, they see the powerful little jaws, and learn that with these jaws the lady-bug proves to be a friend to the farmer by eating up many of the plant lice which are sucking the life out of some of the vegetables in their plots. The children are told the story from the laying of the little bunch of pretty yellow eggs, through the larvæ stage up to the mature insect. Then the little group moves to a nearby plant, where the lady-bug is right at work doing just what they have been told about it. Often last summer such a group could be seen watching the lady-bug eating the plant lice. I remember coming up behind one group and hearing one youngster exclaim: "O-o! Now only its legs is out!" At almost any time during the summer every stage of the life history could be found in the garden, and they were used at every talk.

The aphid, or plant lice, which are one of the principal foods of the lady-bug, was also used for such talks, and the garden furnished a great plenty in every stage of existence. In the same way the cabbage worm was watched and studied.

If the child sees what is being taught it will be much more interested and attentive; and this is quite true with grown-ups. When we try to tell how the water comes up through the soil, we also have a glass of water with a piece of cloth dipped in it and hanging over the edge. The water from the glass will go up the strip of cloth and then drip from the outer end. There are many ways of explaining to the child's eye facts in connection with the water in plants, but to show how much water is in a young growing plant we just take one from the garden, and with the hands crush and squeeze it until the water runs from it as when wringing a wet cloth. This always interests them.

As soon as the plants in the plots are a few inches high we take up, in a simple way, some of the important elementary principles of plant life: all that we can learn about the relation of water to plants; where the water comes from; how much is needed; how it keeps the plant cool and carries in the

mineral food; how large a part of the young plant is water and how this water in the plant holds up the leaves, and that wilting is the loss of this water. We learn that plants need fresh water, and then we try to learn something of what fresh water is.

Air plays a very important part both above and below ground, and supplies to the plant about 90 per cent. of its dry matter. The older children are told of the chlorophyl, green matter in the leaves, and the manufacture of starch by the plant. We talk about the soil which supplies the mineral food and supports the plant. We talk about how soil is made and the difference between sand and clay, and what soil ventilation is, and what it means to the roots and in the preparation of more mineral food; the uses of manure, what it is, and what for, how it should be added. Especial attention is paid to the influence of sunlight and to the value of oxygen above and below ground. How much or how little of these things is grasped by the children depends partly upon their intelligence, but largely upon the knowledge of the teacher and his ability to put into simple language what he has to say, and then to make anything he does fascinating.

Experiments are tried with plants in darkness, in semi-darkness, in shade and in bright sunlight. Plants are half-grown in the light and then shut off from the light by covers. Some are grown close together and others separate to get the maximum of sunlight. In a short time the children realize that lack of sunlight means paleness and weakness in the plants, and then their attention is drawn to the fact that the same seems to be true with children, many of them mentioning it before the teacher does.

The analogy is nearly perfect between the needs of the plant and the needs of the child. And when the lessons of plant life have been clearly given, the child at the same time has learned some valuable hygiene for its own body. The value of fresh air, fresh water, room for expansion, direct sunlight, proper food, proper temperature, cleanliness, activity, protection from insects and fungi. Plants and children alike need these.

One of the interesting and pleasant facts in connection with the garden work is the undoubted value to the children's health.

One day a physician came to the garden, and while he was being shown about, he asked, "What is taught besides gardening?" The reply was, "Ethics. There are 458 individual farms, each with a tenant. The space is small. There must be harmony. The effort is made to bring the best of all to the surface. Courtesy and justice are working rules. Spend another hour here. Mingle freely with the children. Watch them and talk to them." He did, and before leaving he came to me and said, "I begin to see. I came here because my practice is largely with children, and I was most interested in their physical health. But there is more to it. They are polite, obedient and careful of the rights of others, and, with it all, perfectly natural and happy. It is truly ethics."

At another time a lady coming to visit the garden inquired her way of a small boy. He at once offered to guide her. He escorted her to the Farm, opened the gate and brought her to me. As she thanked him, he took off his hat and said good-bye. She was so impressed that she told me of it. I replied, "That is what we call the spirit of the garden." "Well," she said, "it seems to extend several blocks."

As soon as you come inside the Farm gate the atmosphere of the city streets seems far away. Here is a piece of ground covered with busy, happy children; filled with growing plants, gaudy butterflies and the hum of insects. A small farmer shows you about the Farm, pointing out the things of interest, and the longer you stay the longer you wish to stay. By the tool-house a group are scouring tools. Just in front of it some others are hanging up the day's washing. Nearby a youngster is intently watching a caterpillar eating a leaf. A small boy rushes past, intent on the capture of a butterfly. Your guide leads you to the peanut plant, and explains how they burrow into the ground, and then digs one up to show you the small peanut just forming, while a small group of people gather outside the fence to join in seeing the marvel. Next you are shown the baby egg-plant, which is just beginning to show dark purple. And so on, from one wonder to another. No fairy

story ever written has the mystery, the absorbing interest of one of these small Farms. All the science of man cannot fully explain what goes on. And, day by day, child and teacher together work and wonder and rejoice.

And when the harvest comes the little farmer takes the crop home, and says: "Mother, see what I grewed." And the interest of the child stirs the home; for father, mother, brothers and sisters, cousins and friends come to see Tommy's or Mary's Farm, and they tell you in various ways what a big place in the child's life the garden fills.

The garden idea is bound to spread. Its value appeals to every one who sees the work in operation. I know of many places where the work will be started next summer. Several of the city public schools have begun it in a small way in their yards. And outside of New York City the movement is growing rapidly. In a few years, when we have them on every hand, wherever children are taught, the wonder then will be: How did we ever get along without them?

The Hon. Richmond Pearson Hobson, member of the United States Congress from Alabama, was then introduced to the Conference, and spoke as follows:

RICHMOND PEARSON HOBSON.

Mr. Chairman, Ladies and Gentlemen:

It is a great pleasure for me to come to this Conference. The question you have in hand is the eternal question of the ages. Human life, like all other life upon the earth, starts in an embryonic condition and unfolds, and during the period of unfolding it is plastic. The education of to-day must make the civilization of to-morrow.

When honored by an invitation to take part in the exercises of this Conference, it seemed to me advisable not to prepare a paper to read, but to make an informal talk bearing upon practical matters within my own field of observation, and especially to lay before the Conference a plan I am inaugurating

this spring in my own district to put to educational use the available political forces of any Congressional district.

The population of the South is essentially a rural population, more so than in any other part of America. Out of 10,400,000 population in the South Atlantic States, 8,500,000 live outside of towns of 8,000 population; and in the South Central States, out of a population of 14,000,000, only 1,600,000 live in cities of 8,000 or above—85 per cent. of the population in the first case and 89 per cent. in the second, or 87 1-2 per cent of the population of the south is rural.

Furthermore, the education afforded in the rural districts is woefully and inevitably backward as compared with education in the cities. The best criterion, perhaps, is the length of the school term. For the cities of the South it averages 174 days in the year, 178 days in the South Atlantic States, and 171 days in the South Central States, the average in the United States being 186 days for cities. The comparison is very good. But in the rural districts, where the vast bulk of the population lives, the average for the South Atlantic States is only 110 days, and for the South Central States only 100 days, making a general average of only 104 days to be compared with 134 days, the average for the rural districts of the whole country. Thus in the South the school term in the rural sections is 70 days shorter than in the cities, while in the whole country it is only 52 days less. In addition, the per cent. of the average attendance as reported is 75 per cent. for the cities of the South, and only 61 for the rural sections, making a difference for the United States of only 6 per cent. Thus the South is educationally the weak part of America, and the rural districts are the weak part of the South.

I would not in the least degree detract from the importance of the work of education in the cities, and would say, God-speed to the noble men who are so ably managing it. I would not have this Conference, or any other educational force, omit or withhold its utmost assistance to this work, but I beg to impress upon you the fact that the problem of education in the South is essentially the problem of reaching the farmers, which,

involving the weakest in education in the whole country, becomes actually the greatest problem in America.

The problem therefore is, how to get education to the farmer, those far out in the hills and valleys and swamps, in many cases utterly forgotten by progress in its onward march, and yet the best blood in the land—strong, brave men with the greatest possibilities, who, when reached by education, have always recruited, and must in the future recruit, the ranks of our statesmen, our educators, our manufacturers, our bankers and business men, our patriots for the country's defence, whether it be a question of ballots or of bullets.

Isolation and poverty have been and are the two fundamental conditions that produce this backwardness in rural education. Any movement for advance must embrace all measures that will effectively reduce this isolation and poverty. Any educational scheme must take account of and foster so far as practicable the development of means of intercommunication and transportation, especially the enlargement of mail facilities in the extension of rural deliveries and the improvement of roads, with whatever may utilize the resources of the country, especially the resources of the soil.

But the great obstacle in the way is the lack of local interest. If we can arouse the farmers, all the rest will follow. Nothing illustrates this backwardness of local interest better than the small percentage of school funds or income supplied locally. In the North Atlantic States the local percentage is 72; in the South it is only 47. The Legislatures of the Southern States have been more and more liberal to the cause of education; the weakness is in local taxation. A wise and far-reaching beginning has been made by the present Legislature of Alabama to encourage local interest by appropriating \$1,000 a year for each county for the erection of five rural schools, provided that the county raise the equivalent, each school district taking advantage of this having to raise \$200 to cover the \$200 offered. Perhaps the greatest benefit in every case will be the local interest aroused in raising this amount. I would commend this action of Alabama to the delegates from other States.

Alabama has provided in her new Constitution that a county can proceed to hold an independent election to assess a one-mill tax for its own school purposes. About two-thirds of the counties have already voted their additional tax, and the agitation during the campaigns in these county elections has done more for the cause of education in Alabama than anything in the history of the State. The remarkable record-breaking work for education of the present Legislature can be attributed directly to this cause. I would recommend some such provision to the delegates from other States; and I will join with the other delegates from Alabama to go forth and not stop till all the counties of our State have this educational tax, and then to start a campaign for a constitutional amendment authorizing any school district to assess a local tax of whatever amount it sees fit for the purpose of education, and to proceed to future campaigns county by county, until the local tax is what it should be.

But the plan I wish to lay before the Conference is one which, in my judgment, is the quickest and surest way to arouse among the farmers this local interest so vital and indispensable to any scheme of educational improvement; it is to utilize the farmers' innate interest in politics and political discussions. The plan, consisting of two parts, may be outlined as follows:

First. The appointment of a politico-educational committee for each State, this committee to arrange with all candidates, irrespective of political associations, to devote a part of each and every political speech, whether in a local, county, State or national campaign, to the cause of education; the committee to furnish the candidates with needed information and suggesting, perhaps, the lines to be pursued, emphasizing particularly those new measures that are desirable, such, for example, as I have mentioned. I am confident that the candidates would show the greatest willingness, and indeed would feel grateful for the suggestions. The two Senators, the Governor and the State Superintendent of Education should be ex-officio members of this committee. We can and we should turn every

political campaign in America into an effective educational campaign as well.

Second. The appointment of a general Congressional committee to take the country up by Congressional districts and call upon each Congressman to become the center of a district movement, to employ his own efforts and bring to bear all available resources of the national government for arousing this local interest.

I am going to put this proposition into effect in my own district this year and make an educational canvass next month. I have found the Departments in Washington most cordial. Of course most of the co-operators will come from the Department of Agriculture, but the Post-office Department, through the Fourth Assistant Postmaster General, has indicated its readiness to follow up instantly the increased demand for rural deliveries that is sure to follow. The Interior Department has indicated, through the Commissioner of Education, its readiness to supply information or anything else in its power. Under the Department of Agriculture, the Commissioner of Fisheries is prepared to meet the increased demand for fish to stock ponds and streams. The chief of the Bureau of Soils has detailed one of the best soil experts in America to accompany me in the canvass and educate the audiences upon the possibilities of their land. The Bureau of Public Roads has likewise detailed one of the very best road experts in America to accompany me and educate the audiences on the advantages of good roads and how to obtain them. I am now seeking an education expert to complete the personnel for the canvass and to educate the audiences on the advantages of an education. Each speaker is to use thirty minutes.

By the time the canvass begins, May 6th, I hope also to have found a source from which I can offer to cover the amount any locality may raise for new school-houses, or for repairing old ones. In the case of those districts raising \$200 to cover the State's \$200, there might be given an additional \$200, affording a \$600 school-house, which would be the basis for a comparatively large school, so that there could be more concentration, larger numbers and higher standards—schools to which pupils at a dis-

tance might be brought by conveyance, making trips like rural delivery carriers, picking the pupils up at stated points on the road and delivering them back there.

At some time during the coming session of Congress, I expect to get published in the Congressional Record a short treatise on practical education, and then to frank this in pamphlet form to every voter in my district.

The Executive Committee of this Conference should be ex-officio members of this proposed committee, and the committee, I feel sure, could count upon co-operation of all the Congressmen from the South, and doubtless on all the Congressmen of the country. Such committees, as suggested above, could, I believe, organize and utilize in large measure the political resources of the country in the great cause of education and reach the farmers of the South as they cannot be reached in any other way.

To my mind there is great inspiration for putting forth our best efforts. I do not disparage any other section of the country when I say that the South has the purest Anglo-Saxon blood in America; that in great questions of State the Southern statesmen have been and naturally are the most disinterested. America has great problems to solve at home. I believe that with expansion in education the South will not only utilize its own vast resources but will take the leadership in solving America's great problems. America has a great role to play among the nations of the earth; to maintain a great navy with which she can insure her own peace and build up a great influence over the ocean for carrying peace, justice and free institutions abroad; to take the leadership in the great movement of the Peace Congress in New York next week, and at the approaching Second Conference of the Hague, to create an international organization for arbitration, an international Congress and an adequate Court for the international affairs of the world, thus staying the cruel march of war and ultimately making peace permanent over the earth. The South educated would take leadership in this great work.

A paper by Miss Alice Lloyd, of Nashville, Tennessee, was to have been read at this session, but lack of time prevented. It is accordingly printed in this connection.

EDUCATION FOR SOUTHERN WOMEN.

ALICE LLOYD.

The purpose of the following pages is to call attention to the inadequate provision either public or private for the education of Southern women. As is known to all students of the subject, the public school system in the South is far from being equal to the public school system in other sections of the country; which fact finds its explanation, in large measure, in the economic results of the devastating conflict waged between the States in the '60's. The writer would welcome a successful refutation of the statement that South of Louisville there is not a public high school that fully meets modern standards of secondary education, and that South of Baltimore there is not a private secondary school for girls that ranks with the Girls' Latin School of that city. If exceptions could be found, they would be so rare as only to emphasize the rule. South of the Woman's College of Baltimore we have only two institutions for the higher education of women that are eligible to membership in the Southern Association of Colleges and Preparatory Schools; the Sophie Newcomb Memorial College, and the Randolph-Macon Woman's College. Such provision is inadequate to meet the demand that should exist in so large a population.

While many of the State and of the denominational institutions for higher education are open to women, co-education in this section is not popular, and in few of these co-educational institutions is provision made for the home life of women students. The Southern mother is slow to send her young daughter into a town or city to find board where she can and to assume all responsibility for herself outside of the class-room.

The Southern girl, certainly outside the larger cities, is then, for the most part, dependent for education above the grammar grades, upon private or denominational boarding schools, var-

iously known as Seminaries or "Colleges." These schools are of varying degrees of excellence or inferiority, depending upon the standards of those at the head of them and the resources at their command. Almost without exception they depend for their existence upon their earnings; and in most instances where the plant is not the property of the head of the school, they must pay rent to cover taxes, insurance, repairs, etc. They are often conducted with much heroic self-sacrifice on the part of the managers and teachers, and good work is done; but with all the sacrifice, they have not been and are not able to furnish the best educational facilities. The lack of funds results in inadequate buildings, the absence of laboratories and libraries, insufficient teaching force both as to numbers and preparation, and over-crowded classes. The same cause compels compromises that are to the hurt of academic standards, but which find their justification in the plea that it is better to exist with a low standard than not exist at all. But, good or bad, these private and denominational schools are about all the Southern girl has had; and the responsibility for their deficiencies lies in the system, supported by the general public, and not with the individual.

These schools are as a rule no part of a system. They do not articulate with the grammar school below nor with the College and University above. By granting degrees they set up standards that are provincial and without recognition in the academic world. This imitating of men's schools in the use of terms while the content is lacking does not make for integrity, dignity or character, and respect for woman's sense of values.

When educated men do not scorn such imitation they smile at it indulgently. Such standards for the measurement of her intellectual achievements are an assumption or a confession of weakness and inferiority, and will have to be discarded before recognition is obtained of the claims made for her capacity to perform all forms of social service and to share equally civic responsibility.

There is here no purpose to enter upon the discussion of the equality or the equivalence of men and women. Whatever

woman's rank compared with man's, she is not an imitation, an echo, or a substitute. Her worth and her sphere are real and distinctly hers, justly demanding candid recognition and rational culture. If the disciplines prescribed for men do not best find and develop her, let intelligent study be made that adequate training may be provided. Let us not resort to the weak subterfuge of having her feebly attempt the training prescribed for men.

But secondary education has its function in the finding and the forming of the individual as an intelligent, moral being; the imparting of those values common to all civilized life, and not in the making of specialists in any vocation. It may well be argued then that through the secondary period the courses prescribed for men and women should be practically the same. In the university they may pursue diverging lines determined by the form of service they are to render society.

Underlying all forms of specialized work are the great fundamental principles common to the life and work of both men and women. Let both acquire a knowledge of these fundamentals, and each in turn apply such knowledge to the solution of his special problems.

It is encouraging to know that in at least one college there is a school of house-keeping, and recently one has seen and heard the expression, the "profession of home-making."

Judgments may vary regarding the relative importance of woman's part in the game of life. None will deny that she is in the game, and that the success of all the players depends largely upon how she plays her part. In a good game each player must be efficient with deference to others. "Foot-ball has made the world its debtor for the expression 'team work'; a good phrase embodying a fundamental idea." The whole of community life is team work, efficiency in which involves a knowledge in each player of his own part in the game, and such intelligent conception of the game as a whole, as will enable him to co-operate with his fellows for common ends. The second function is as important as the first, and it is the object of secondary education to give this conception of life as a whole. Though women may never attempt to do the work of men, nor

men the work of women, the most successful living requires that each should at least understand what the other is trying to do and the common ends before them.

The quality of the secondary work done in most schools for girls and the inadequate scholarship and narrow academic outlook on the part of the teachers, in large measure accounts for the small number of Southern women who go to college. As set forth in the preceding pages, the present system of individual or denominational initiative, and dependence upon the earnings of the school, results in teaching science without laboratories, history and literature without libraries, inadequate teaching force as to numbers, scholarship, and educational outlook. Classes are not infrequently two and even three times as large as they should be, thus making efficient teaching impossible, wasting the pupil's time, dissipating instead of developing her mental power, and exhausting and discouraging the conscientious teacher. Teachers have sometimes resorted to the expedient of excusing the bright pupils, on alternate days, that they might not be wearied while she drilled the slower element. The trouble was, they had two classes in one; but the girls better endowed by nature were entitled to their five recitations per week, and it is the greatest injustice to reduce them to the ranks of mediocrity, or below, by taking from them half the opportunity for effort and instruction that was due them. The pupil who would go to college is discouraged by the fact that her school has not the right of certification; she knows her preparation in some subjects is insufficient, and she feels insecure about others.

The principal of a large and influential school for girls referred to the demand for college preparation that had been made by an increasing number of students for some years as "an *evil* that had come to stay."

The most influential teacher in a boarding school with a matriculation of two hundred and twenty-five was asked why some of the fine material that yearly came to the school was not stimulated and prepared to go to the better colleges, that they might develop their innate capacity for leadership. She replied: "We are keeping it a secret that there is anything beyond."

In another larger school, remark was made to one of the formative spirits: "These girls are not getting anything that they can use. It is certain that some of them will desire or need to teach, and they are neither prepared to teach nor to enter college that they may prepare." The reply was: "We are not training breadwinners. If they wish to prepare for college, let them study in the summer schools; if they need to teach, let them study as I did."

When the necessity is upon them, their time is gone, their money is gone, and they have no further capital either of time or money to invest in preparation. If the girls always knew just the value of what they are getting, the responsibility of the school would be less.

Much time and money are spent on so-called accomplishments that ought to be devoted to solid work. An excellent teacher in a girls' school said, when the policy of adjusting the course to college entrance requirements was urged: "If the girls do all this work, they will have no time for extras."

It is to the advantage of the exchequer that the taking of "extras" be encouraged. During the period of classifications a teacher was asked if she thought certain pupils had been classified in accordance with good pedagogic principles. She said no, but that teachers were expected to encourage the taking of extras. The daughter of the man with more money than education is often at a disadvantage, so far as the acquiring of the larger and more permanent values is concerned.

A few well equipped and reasonably endowed secondary schools for girls in each Southern State would greatly increase the number of women who would be unwilling to undertake their life work without the training of a college education. "The people perish for lack of vision" now, as in the olden time.

In the interests of the national good, schools have been generously equipped for the negro and the mountain white, while so important a national factor as the Southern white woman in average circumstances has been overlooked; the daughter of the Southern white man of culture and of average income has been left to find with difficulty, amid conditions that her mother deems desirable, opportunity for such educational ad-

vantages as her Northern sister has in every city and in almost every township. Is this oversight due to the estimate placed on the relative value to the State of this element of the population? When her importance is reduced to the lowest terms, does she not make the home atmosphere in which the Southern citizen spends his childhood and youth, and does not this influence determine largely his attitude toward national problems and his ability to cope with them? "If she be small, how shall men grow strong?"

This thought was impressed upon one who listened to the exercises at the recent dedication of a new science hall at an institution for the higher education of negroes. If for a few generations we seek to develop the negro mind to the extent of its capacity, and continue to give to the white girls only the rudiments of education with a thin veneering of accomplishments, will not the question of race supremacy become acute? Shall we continue to leave our young women in ignorance of the fundamental principles that underlie thought, while we put the negro in a position of greater awareness? The contention is not that educational facilities are adequate for any part of the population; but that the population should be elevated *en masse* and not in sections. The larger enlightening of the once favored portion should prove a strong lever in the elevation of the entire body. It is undemocratic to give to one class opportunities denied the other, whether the denied class be the average citizen or the less fortunate one.

We need college trained women to teach in schools for girls. As a rule men of the first ability as educators do not give themselves to the secondary education of girls, and, indeed, public secondary education of both sexes is almost as exclusively in the hands of women as the private secondary education of girls. The greater, then, is the need of making possible the best training for women and of stimulating them in the secondary schools to go to college.

In process of time the public school system will be developed and good high schools will be established. Because a dual system is necessary with us, for economic reasons, the progress will be slow. In the meantime generations of girls will realize less

of life and of usefulness as women, for lack of educational opportunity. But even after good public high schools have increased in number, work will be left for the endowed private school. "Institutions established by the vote of majorities can hardly be expected to mark the highest progress; they rather show the average aspirations of a community." "The best private schools will ever represent the most complete realization of educational ideals." Dr. David Starr Jordan has somewhere said that while the poorest public school does not sink to the level of futility of the poorest private school, the best public school does not rise to the measure of efficiency of the best private school. The present need is for schools equipped to do their work according to the best that modern pedagogy knows, and with endowment that will lift the school above the necessity of hurtful compromise and submission to injudicious dictation.

Endowment is necessary also to make possible first-class academic advantages without charges that are prohibitive to the daughter of the man of moderate means; usually the very girl who wants and will take advantage of the best education. If schools in the North and East cannot live on their earnings, except the class of schools that makes charges that would be prohibitive in the South, how can Southern schools live on their earnings and compete in the quality of work done with the Northern schools? A school that has for its first object sound education is not a dividend-declaring enterprise.

To make the largest appeal, to secure the strongest support, and to do the most efficient work, these schools should be dedicated to the broad cause of the Christian education of white women, and not to the propagation of any sect. The denominational school has been of immense service—time was when both men and women looked chiefly to it for opportunity; but the minds of men have broadened in their horizon, as they have deepened in their realization of the essence of Christianity, and Christian education is best served in the undenominational school.

The establishing of schools on a sounder economic and academic basis will not affect in a hurtful way the better of the

“finishing” schools for girls. There is unquestionably a large demand for just what they offer. Both parents and daughters would choose them if they were correctly labeled and fully and accurately analyzed. Only the less worthy ones would drop off. But the girl and the parent who are willing to give the money, time, and effort to secure the sounder education would be able to find the opportunity they seek. It is a serious matter to the individual and to society to deprive youth of the best educational advantage that it has capacity for and disposition to improve.

Reality and thoroughness of standard and extended scope in school training would release woman from the bonds of the superficial and the narrow, enable her to interpret the facts of life and to adjust herself helpfully to them, and, by so much, increase social efficiency directly in the power of the woman herself, and indirectly, as she forms her children. Uniform educational standards, or at least equivalent standards, will tend to a peaceable solution of national problems by furnishing a common point of view. It is not wise to expect broad, liberal, just judgments from those who are but partially furnished with the data, and who lack training in the scientific spirit and use of data.

All the discipline and power that can come to the South through education will be called into requisition. Dear as the doctrine of State Sovereignty has been to many hearts, we are confronted by a “condition, not a theory.” Already we refer to the United States as *it*, not *they*. The tendency is toward centralization, dislike it who may. If we cannot stay the tendency, let us at least have full share in directing it. If we are to be a part of a strongly centralized government, let our influence be equal to that of any other section in shaping national policies. Only so shall we escape the fortune of an outlying province that must take orders from a stronger power. Our natural powers will need as much training and discipline as are open to those of other sections if we are not to fall behind in national influence.

Dr. N. S. Shaler, in writing a history of his native State, said that in the early days, when native ability was matched with

native ability in the national councils, Kentucky was the peer of any State in the Union in influence; but that since the day of the trained man had arrived, Kentucky lives chiefly in past glory because she refuses to concede that native ability plus training is greater than untrained native ability. Is Kentucky alone in the sisterhood of Southern States in the loss of national prestige?

Strengthen the educational forces for men and for both races, and let us bear in mind that the companion of all man's efforts will in no small measure determine the extent of his successes. In the interests of national well-being, the laws of heredity and environment suggest the wisdom of providing equal educational facilities for both sexes.

THURSDAY EVENING, APRIL 11th

CLOSING SESSION.

HON. WILLIAM A. BLAIR IN THE CHAIR.

The Conference was called to order at 7:15 o'clock.

After announcements by the Secretary, the Chairman introduced Dr. Edwin Mims, of Trinity College, Durham, North Carolina.

LEARNING FROM OUR NEIGHBORS.

BY PROFESSOR EDWIN MIMS, TRINITY COLLEGE.

One of the most interesting books of the past few years is Owen Wister's "Lady Baltimore," in which the author has set forth in artistic manner the charm of Charleston—"the most appealing, the most lovely, the most wistful town in America; whose visible sadness and distinction seem alone to speak audibly, speak in the sound of the quiet waves that ripple round her southern front, speak in the church bells on Sunday morning, and breathe not only in the soft salt air, but in the perfume of every gentle, old-fashioned rose that blooms behind the high garden wall of falling mellow-tinted plaster: Kings Port, the retrospective; Kings Port, the belated, who from her pensive porticoes looks over her two rivers to the marshes and the trees beyond, the live-oaks, veiled in gray moss, brooding with memories." As sympathetically as any Southern writer Mr. Wister has entered into the romance of this sole relic of a civilization that has passed away. He is captivated by the soft Southern accent which in the conversation of fine old ladies is like "the charm of some sweet old melody." In contrast with all this isolated society he indicates the coming in of modern forces from

the North, the replacers of a gentle civilization. "Yes, vulgarization is descending even upon Kings Port, and the manners of some of our own young people will soon be as disheveled as those in New York," exclaims Mrs. St. Michael.

Thus artistically has Mr. Wister set forth the feeling of many people with regard to the changes now going on in the South, which many look upon as a veritable "Yankee invasion." As one reads this interesting novel, or the words of "Nicholas Worth," in the *Atlantic Monthly*, describing the conditions that prevailed in Southern colleges in the seventies, and then looks out on the contemporary South of to-day, he feels that a revolution has taken place in Southern life and Southern opinion. And there are many who shake their heads at this unquestionable influence that is seen in industry, society, school, and college. They will not join in the cry of progress. Atlanta, with its skyscrapers, its thrifty and aggressive business life, its metropolitan social life, seems little different from Chicago or New York. The novelist who has best portrayed the charm of Richmond in the older days has not a few flings at the rapidly developing commercial life of the former capital of the Confederacy. Even the University of Virginia—so long the pride of conservative Southerners, so long resisting inevitable educational reforms—is now renewing her mighty youth and keeping step with the most advanced sister universities. There is little difference in many respects between the academic atmosphere of the leading Southern institutions and that of the best Northern. The members of the faculty are for the most part men who have had their training in Harvard, Yale and Columbia; the undergraduates, quick to respond to contemporary influences, have followed with eagerness the athletic and social tendencies of American colleges. Scientific journals, magazines, leading newspapers, have all played their part in influencing public opinion. If I had to say what single journal has the largest influence in the South, I should name a New York weekly.

There are some who, in the presence of all these changes, are either pessimistic or obstinate. I heard not long ago an old chaplain in Lee's army make an attack on young teachers of history who, trained in Northern colleges, are now attempting

to change the writing of history in the South. I heard a staunch old Virginian lamenting the fact that in a Southern college a course should be given mainly on the literature of New England. It was the boast of a distinguished Southerner after the war that we had at least two things left, our religion and our education, but to many even these seem to be passing away in this new democracy which we are fashioning. Some preachers and lecturers brought from the North are spoken of as emissaries of irreligion and materialism. Almost pathetic to contemplate is a noble old friend of mine—as fine a gentleman as ever lived—who has recently seen his church, in common with a Northern branch of the same denomination, accept a hymn-book out of which he steadfastly refuses to sing; who has seen the public school of his town celebrate the birthday of Lincoln; and—worst of all—has heard his own son speak in complimentary terms of Wendell Phillips.

At the other extreme from the conservative is the radical, who realizing the backwardness of the South, would impose another civilization upon ours. Knowing of the tremendous development that has taken place in industry, in education, and in the general welfare of the people, he would have the South accept almost bodily the results that may be seen elsewhere. Indeed, it is a great advantage that a people, deflected from their true course by a social and industrial system at war with the modern world, impoverished by a destructive war, and disheartened by the awful blunder of political idealists and partisans, should now, in the midst of a great awakening, accept the results of their fellow-countrymen who have worked out the problems of democracy without serious obstacles. This is a decided advantage—the same advantage that a nation like Japan had fifty years ago, when with a receptive and aggressively constructive mind, she went to all the nations of the world seeking for the most recent achievements and ideas of institutions, that might be of assistance to her in the working out of a great civilization. If we are wise and open-minded in the presence of a civilization further advanced than ours, we have the magnificent opportunity of moving forward by leaps and bounds in the great ways of modern thought and modern life.

But there is another advantage that we have scarcely emphasized sufficiently. If we may profit by the fine achievements of other people, we may likewise profit by their mistakes. There is a decided advantage in being behind the times, if we can thus avoid the evils of the time spirit. We may even take pride in being called "contemporary ancestors," if we can sift the good from the bad in the achievement of the generation that has lived in the North since the Civil War. Suppose that certain tendencies in education, in industry, in society and in religion, have elsewhere reached certain conclusions, so that tendencies making for a reaction have set in, do we have to follow the same course, make the same mistakes, or may we not gain time by adjusting ourselves to changed conditions? Are we going to repeat the blunders that have been made elsewhere? Have we a type of leadership that is wise enough and strong enough to keep us from certain extreme tendencies? That seems to me the most interesting question that Southerners have to face at the present time. I sometimes fear that we are in great danger of falling exactly into the dangers of contemporary life and contemporary thought in the North.

For instance, the North has now for a generation or more witnessed a prodigious development of wealth. The South is just at the beginning of an industrial movement. Evidently there are some achievements in the North that we can profit by very greatly—some things that we can appropriate bodily; the public spirit that has made much wealth the means of a finer social environment, the philanthropic spirit that has found expression in the patronage of music and art and literature, the sense of public welfare that has led to a condition of living on the part of the masses of the people without a parallel in the history of the world. We shall not let any sentimentalism of the demagogue or the idealist keep us from seeing that one of the great curses of the South has been poverty, and that one of the greatest needs of the South is a well established economic order. At the same time shall we not hear the voices of protest now sounding in the North against the dangers of materialism and commercialism, as these have affected every element in social life? Shall we be able to have wealth, and yet subordinate it to intellectual

and spiritual interests? Shall we not hear the warning of great scholars and prophets, and even business men themselves? "How in the march of industrialism these qualities of fellowship and leisure may be retained in the mass of the people"—that is the point.

Or, to look at the industrial problem from another standpoint, are we going to profit by the experience of England and New England with regard to factory legislation? It looks sometimes as if our captains of industry were going to show the same attitude that we find in other places fifty or seventy-five years ago; as if we had to begin all over again to fight out the old battles in the old way. Shall we approach the question of child labor, hours of labor for men and women, labor unions, factory settlements, as if we were the first that ever had to deal with them?

But I wish to direct your attention especially to educational conditions in the North, as they may throw light on our own intellectual advancement. America for the past generation has been seriously at work upon a great common school system, the development of the high school, and the improvement and enrichment of college and university—all of these gradually being brought into a more perfectly regulated system, a more harmonious plan. This movement has gone far enough to enable us to see certain definite results. When President Gilman retired from the presidency of John Hopkins University and President White from that of Cornell University, an era in the history of American universities may be said to have closed. Although President Eliot and President Angell are still engaged in active work, we may now see the results of nearly forty years of active service for their own institutions and for others. These four university presidents will always be identified in the popular mind with a great historical movement—the development of the elective system, the promotion of graduate work, the maintenance of high standards of admission and graduation, the correlation of an educational system, the larger atmosphere of freedom and tolerance that now prevails in American institutions. In President's White's "Autobiography," in the "Launching of a University" by President Gilman, and in the reports, articles and books of President Eliot one may find an

invaluable record of the marvelous achievements of the past generation.

There is a certain glow of enthusiasm in President White's account of his dreams and final achievement of establishing a great university. "At Berlin," he says, "I saw my ideal of a university not only realized, but extended and glorified—with renowned professors, with ample lecture halls, with everything possible in the way of illustrated material, with laboratories and museums, and a concourse of youth from all parts of the world. . . . Gradually I began to ask myself the question: 'Why not help the beginning of this system in the United States?'" The benefaction of Ezra Cornell gave him the opportunity he dreamed of, and his own zeal and patience in the face of great opposition are the heritage of all Americans. Dr. Gilman, who as a young man was unable to find any satisfactory graduate work in the large colleges of this country, found in the projected Johns Hopkins University a chance to realize his own ideal of a university; he gathered about him a band of scholars and students whose enthusiasm for research and study was felt throughout the country. President Angell did more than any one else, perhaps, to promote the development of the great State universities of the West. And more than any of these, President Eliot, with the resources and prestige of a great university at his command, has worked out in detail the organization of Harvard, and with statesmanlike grasp of educational conditions has wielded an enormous influence throughout the country.

As a result of the building up of their respective institutions and their general influence on others, there has come about a marked readjustment of our educational system. Where there was confusion, there is now order. In the establishment of the General Education Board, with the vast resources at its command, of the Carnegie fund for the pensioning of teachers and the Carnegie fund for research, we have for the first time in America a general scheme for a national system which approximates that of Germany or France, and may at the same time avoid the too great evils of the centralization of power. The first report of the Carnegie Board prepared by President Pritchett is a worthy fruitage of the past generation's work. There

is a clarifying of the atmosphere when we can agree upon the definition of a college as given in this report: "Any institution to be ranked as a college must have at least six professors giving their entire time to college and university work, a course of four full years in liberal arts and sciences, and should require for admission not less than the usual four years of academic or high school preparation or its equivalent."

And yet even in the presence of this great educational development, there are signs of a reaction against some of the extremes; there are voices of protest raised by men who speak with authority. All is not well. I have little patience with those general onslaughts on the larger educational institutions that one sometimes hears from ignorant and bigoted men. I do not refer to the criticism of the men who speak altogether from the outside, but rather those who speak from the inside. Even the four distinguished educators whom I have already alluded to have expressed their distrust of certain tendencies in institutions over which they have presided—tendencies that may be said to be the logical development of reforms instituted by them. Says President White: "In swinging away from the old cast-iron course of instruction, and from the text-book recitation of the mere dry bones of literature, there may be seen at this hour some tendency to excessive reaction. . . . Reflecting upon the shortness of human life and the vast mass of really great literature, I see with regret courses offered dealing with the bubbles floating on the surface of literature."

Younger men have written with insight and effect of the evils of the elective system to which President White refers. Dean Briggs, the man most thoroughly conversant with undergraduate life at Harvard, wrote several years ago a most suggestive article on "Some Old-Fashioned Doubts about New-Fashioned Education." His experience and observation lead him to ask: (1) Are we sure that we did not begin the elective system too early? (2) Are we sure that the enjoyment which we wish to put into education is sufficiently robust? (3) While fitting the study to the boy, have we been unfitting the teacher for him? (4) For the evils of the old system may we not be rushing into another servitude almost or quite as dangerous as the first?

One of the most trenchant of recent critics of the present system is Mr. Charles Francis Adams,* who, though not a professional educator, has had abundant opportunity to study educational conditions. A graduate of Harvard College under the old regime, he has been for more than a quarter of a century a member of its Board of Overseers. He gave a good description of himself as well as of a certain type of man when he said: "In no degree an admirer of things that were, I am, if possible, still less disposed to rest in all respects content with what is. My testimony is merely that of an observer—an observer who is neither an optimist nor a pessimist—though perhaps inclined to be otherwise-minded. I find myself as much dissatisfied with the new as I was with the old. Neither squares at all with my experience or my observation." No one ever criticised more severely the old order of things, and yet he regards the elective system, which has had as its battle-cry liberty, aptitude, individuality, as an educational fad, "crude, ill-considered, thoroughly unscientific, and extremely mischievous." He practically agrees with President Hadley that "the sugar plums of education do not furnish a strengthening of intellectual diet."

One of his main objections to the entire educational system is that there is a tendency for it to harden into routine and machine work. The office of president has become so absorbing on its executive side that he no longer has the direct personal influence over students that he formerly had. The college faculty tends to become a part of a complicated machine, the individuals losing their identity in a certain insistence on schedules, programmes, and curricula. The student body has become so large as to lose all personal touch with the teachers—the average undergraduate is merely "one unit in an impersonal mob." In other words, as Dean West, of Princeton, points out, education has become a "business," and "universities are corporations like banks, railroads, factories, department stores." "The trustees are the proprietors, the president the manager, the professors the employees, and the students the capricious

*Three Phi Beta Kappa Addresses. By Charles Francis Adams, Boston and New York: Houghton, Mifflin & Co., 1907.

customers." To meet this condition Mr. Adams suggests a breaking up of the larger college into smaller colleges, very much like the colleges of Oxford and Cambridge, where there would be a smaller group of students personally supervised by a master or president or dean. Dean West tells the story of the first year of the preceptorial system at Princeton,* giving a rather optimistic account of its effect on the reading, conversation and general character of the students. The reading of this chapter causes one to think that President Wilson's scheme is the most important contribution that has been made to the problem of higher education during the past decade.

Another serious evil affecting modern scholarship is pointed out by such writers as Mr. Bliss Perry in his "Amateur Spirit," and more recently by Professor Barrett Wendell in his article on French universities in *Scribner's Magazine*. Extreme specialization has undoubtedly had its effect in narrowing the sympathies of men. Some one has said that a specialist must know more than any one else about the things that are not worth knowing. "How far can this special development, this purely professional habit of mind, proceed without injury to the symmetry of character, without impairing the varied and spontaneous and abundant play of human powers which gives joy to life?" asks Mr. Perry. And in answer he pleads for the union of the generous spirit of the amateur with the method of the professional, for "breadth of interest as well as depth of technical research." The stories of extreme specialization that have been told from time immemorial on German scholars have their parallel in many more recent American scholars whose dissertations and monographs have frequently been monuments of pedantry. It is no wonder that earnest men become impatient with scholarship when it concerns itself so often about purely technical and unessential things.

"The most ominous sign in American education to-day," says President Hyde, "is the fact that a certain class of institutions are filling up their chairs with men who have indeed met the technical requirements of graduate study, men who are capped

*American Liberal Education, By Andrew Fleming West. New York: Charles Scribner's Sons, 1907.

in a thesis and gowned in a doctor's degree, but who lack 'he grasp of their subject as a living, growing whole.' To the same effect writes Dean West of unenlightened specialization: "It has now become a very fair question whether the subdivision of topics has not gone so far that not only the perception of relative values is clouded, but even the community of intellectual interest among our higher students is being destroyed. Certainly many of our scholars seem to be subjects of one or another petty principality rather than freemen in the great commonwealth of knowledge. * * * We are not objecting to specialization—far from it—but solely to the study of the unimportant. And this may take many forms. It may take the form of investigating something which, when ascertained, is found to be a trifle. Or it may take the form of solemnly proving the obvious by an elaborate array of statistics."

In a word, we have Germanized too much. Professor Wendell says: "The more I saw of them [French universities] the more I was confirmed in my belief that American learning would be greatly strengthened if more of our graduate students came under French influence. The influence of German scholarship on America during the past ninety years has been admirable, but perhaps excessive. It has taught us a respect for fact and method which our earlier learning lacked. It has tended at the same time to encourage the notion that the object of all learning is the methodical collection of facts."

Such specialization has not only narrowed the lives of teachers, but has had a blighting influence on college students. There has developed in college communities an indifferentism, a spirit of criticism that tends to become cynicism, a contempt for anything that approaches the popular, that is baleful in its influence on younger minds. The man who cares little, who has an infinite capacity for being bored, is only too common a phenomenon. Mr. Perry's diagnosis of this disease in his chapter on "Indifferentism" should be read in every college community. It is the presence of this quality that explains academic sterility—the critic who knows literature technically, but cannot produce it; the historian who gathers facts, but cannot vitalize them, or who "takes both sides in the same paragraph"; the

philosopher who is so sympathetic with every point of view that he has no definite conclusions of his own; the teacher of the classics who emphasizes the purely technical phases of his work and never feels the glory that was Greece or the grandeur that was Rome.

It is no wonder that the genial essayist of Cambridge, Mr. Crothers, was moved, in view of his academic environment, to write a paper on the "Honorable Points of Ignorance," in which he says: "While the aggregate of intellectual wealth has increased, the individual workers are being reduced to penury. It is a pathetic illustration of 'Progress and Poverty.' Man was interested in the universe long before he began to study it scientifically. He dreamed about it, he mused over its mysteries, he talked about its more obvious aspects. And it is as interesting now as it ever was."

Mr. Perry relates the following incident: "I remember complaining, long ago, to a venerable professor, as we were walking together to morning chapel, that a required chapel service involved a costly expenditure of time, and that the German scholars were steadily drawing ahead of their American rivals because, for one reason, they saved that half-hour a day. His reply was very fine: 'If you are turning a grindstone, every moment is precious; but if you are doing a man's work the inspired moments are precious.'" This remark suggests a most serious lack in contemporary university life. While I do not believe that American universities are hot-beds of infidelity and atheism, I am thoroughly convinced that the religious atmosphere that prevails in them is not what it should be. It is not so much an avowed opposition to religion, as an indifference to it, a tendency to agnosticism. This cannot but be a source of regret to all those who believe that the ultimate value of knowledge is, as Lord Bacon said long ago, "the glory of God and the relief of man's estate." In our emphasis on the intolerance and bigotry of the Church, have we not gone to the extreme of intellectual intolerance and bigotry? Too often college professors fail to distinguish between sentiment and sentimentalism, between superstition which passes away and religion which will endure as long as the heart of man, between the form and the

essence of Christianity, between Christ and His often misguided interpreters.

Now this is a source of deep regret if, as Professor James says, "it makes a tremendous emotional and practical difference to one whether we accept the universe in the drab discolored way of stoic resignation or with the passionate happiness of Christian saints. The difference is as great as that between passivity and activity, as that between the defensive and aggressive mind." I am not pleading for a mediæval ecclesiasticism. I fully accept many of the conclusions of modern science and modern criticism, but still maintain that one may do all this and still be aggressively and vitally Christian. I do not believe with the professor of philosophy at Harvard that, with the exception of Greek philosophy and Greek art, the greatest contribution to the civilization of the world is the Christian religion. I believe rather with Robert Browning, that

"The acknowledgment of God in Christ
Accepted by thy reason, solves for thee
All questions in the earth and out of it."

Suppose it should turn out in the end that Browning was right and not Arnold or Huxley, that Phillips Brooks was right and not Emerson; suppose we should see that, after all the attacks that have been made on the Christian Church and upon the truth of revealed religion, we should find the ages rolling the other way. If in some respects our present age seems like an age of prose and reason, the next may well be an age of faith. May we not trust that the colleges will not be the last places to feel the mighty resurging of great faith and aspiration? As one reads the baccalaureate addresses of President Hadley,* he feels that in their bold proclaiming of the Christian ideal to the students of Yale they are a most hopeful sign. Lacking brilliancy of thought or charm of style, they are pervaded with a spirit of genuine piety and old-fashioned morality.

I have thus suggested to you some of the phases of contemporary life in our American colleges and universities that seem to me to be of great consequence to those of us who are working

*Baccalaureate Address. By Arthur T. Hadley. New York: Charles Scribner's Sons, 1907.

in the South. To meet the questions suggested here we must have men of tireless energy, of consecrated spirit, of constructive minds. We shall not accept blindly anything that comes to us from elsewhere; we shall examine all things in the light of their results and in the light of our own individual social life. We shall have the ability to discriminate, to be receptive and open-minded, and yet alert and inquisitive. If we work in this spirit and in the light of all these experiences and tendencies, we have, I thoroughly believe, one of the greatest chances that ever fell to the lot of men. If the next generation of leaders are equal to their task we shall see a fruitage that will make the heart of the nation glad. Because we have fought the battle, and have engaged in a mighty creative movement the republic, and indeed the world, will have need of us.

Time was when Southern men, seeking larger opportunities, went North and West. There have not been in the South until recently the chances that ambitious, large-minded men in certain callings demanded. And so throughout the nation to-day are scattered the sons of the South. But is there not to-day the call for Southern men to stay here and work heroically and joyfully at the great tasks that now loom up before them? The South is now, as Emerson said of America, "the land of opportunity"—not because we have a perfect civilization, but a very imperfect one; not because tasks are easy, but difficult enough to call out all the best powers of intellect, emotion and will.

In accordance with the custom of previous meetings, the Chairman announced that the further exercises of the evening would consist of informal speeches by various members of the Conference, and introduced as the first speaker Dr. St. Clair McKelway, of Brooklyn, N. Y.

Dr. McKelway made a few remarks, in which he congratulated the officers and delegates of the Conference on the success of the whole meeting, on the valuable variety of timely papers, and on the forcible and earnest character of the debates that had been drawn out, etc.

The next speaker was Hon. A. C. True, Director of the U. S. Government Station, Washington, D. C., who spoke as follows:

In summing up my impressions of this Conference, the most striking fact has been the breadth of view of educational problems which has characterized its proceedings. The subjects discussed have covered a wide range, from the university down to the elementary school. They have included general questions regarding the organization and work of various kinds of educational institutions, as well as specific problems in literary, scientific and industrial education. Thus the Conference is evidently attempting to get a wide understanding of the educational needs of the South, while it is at the same time seeking to find practical measures for the immediate improvement of the educational system of this great region.

It is a most fortunate thing that this body takes this attitude. For in this way individuals interested in particular phases of education have ample opportunity to present their views, and at the same time the interchange of different views leads to conservative opinion and action by this influential body.

In regard to agricultural education, for example, in which, of course, I am naturally most interested, we have had different points of view brought out here to-day. This is well, because the whole subject of agricultural education is quite broad. And we need to keep in mind that no one plan, however attractive, is likely to affect more than a restricted field in this branch of education. Besides demonstration fields, we shall need the teaching of agricultural subjects in elementary schools, high schools, normal schools, colleges and universities if we are to have a satisfactory and far-reaching system of agricultural education. We should therefore give proper attention to the development of all these agencies for the instruction of our rural people and their leaders in the scheme and practice of this fundamental industry.

A great educational ferment is now going on in the South. For this reason a representative body like this Conference, whose membership is composed of influential persons brought together from many regions and walks of life, serves a very important

function as a conservative and yet progressive agency for the discussion of educational problems and the formulation of plans for the educational advancement of the South.

Other addresses were made by Hon. George W. Gordon, of Memphis, Tenn., and Mr. Josephus Daniels, of Raleigh, N. C. It is cause for regret that no report of these addresses is available for publication.

On motion, the Chairman declared the Tenth Conference for Education in the South adjourned.

INCIDENTAL EVENTS

As in previous years, the State Superintendents' Association of the Southern States held their annual meeting in connection with the Conference. The following superintendents were present: O. B. Martin, of South Carolina; J. B. Aswell, of Louisiana; W. B. Merritt, of Georgia; H. L. Whitfield, of Mississippi; H. C. Gunnels, of Alabama; J. J. Doyne, of Arkansas; J. H. Fuqua, Sr., of Kentucky; T. C. Miller, of West Virginia; J. Y. Joyner, of North Carolina. There were also present ex-Superintendents J. H. Hinemon, of Arkansas; I. W. Hill, of Alabama, and S. A. Mynders, of Tennessee. These were elected honorary members of the Association, and invited to attend its sessions and take part in the discussions. The meetings were in the nature of round-table conferences, at which there was a free exchange of views and experiences on all phases of the work of the Superintendent of Public Instruction. There were special discussions on public high schools, compulsory attendance, recent progressive legislation in the Southern States, and the campaign for education and the best plans for carrying it on next year.

Informal meetings of the members of the Southern Education Board were held in one of the private rooms of the hotel on Wednesday and Thursday. Those present were: E. A. Alderman, Wallace Buttrick, P. P. Claxton, G. S. Dickerman, Henry E. Fries, H. B. Frissell, S. C. Mitchell, Edgar Gardner Murphy and George Foster Peabody. There were profitable discussions on many phases of the educational movement.

The Federations of Women's Clubs in a number of States and the Associations for the Improvement of Public Schools were numerous represented in the membership of the Conference, and the opportunity was improved for consultation and valuable interchange of views upon the practical work of these

organizations. The opinion was general that a field of increasing usefulness was opening in connection with the school system, and that efforts should be made in each State to extend the helpful co-operation of such Clubs and Associations.

An especially profitable feature of this Conference was the arrangement for meetings of the delegates by States on Wednesday afternoon. The hotel offered the advantage of commodious rooms for each delegation; and, meeting thus by themselves, it was possible to discuss questions of importance to the several States with the greatest freedom and to form definite plans of action. I am writing this account in the month of June, two months after the assembly at Pinehurst, and reports that have come from a number of States indicate that important results are already appearing.

The delegation from Georgia, numbering forty-four, organized by the election of Mr. S. M. Inman, of Atlanta, as Chairman; and Professor M. M. Parks, of Milledgeville, as Secretary; and after earnest discussion, resolved to invite fifty influential citizens of Georgia, with Mr. Inman as Chairman, to constitute a committee "who should meet to discuss and formulate plans for the furtherance of the educational interests of Georgia." These citizens for the most part responded to the invitation, and met in the Senate Chamber of the State Capitol on May 24th. The committee was then made permanent, and practical measures were taken for the systematic advancement of educational interests throughout the State. Of this meeting the State School Commissioner, in a circular letter to the County Commissioners, says:

"The State Conference of Education, composed of the fifty citizens appointed by Mr. S. M. Inman, was unique, significant and inspiring. As one result, increased interest in education is manifest among school officials and business men in all parts of the State. The great impulse and efforts of those interested in the training of the children bids fair to unify all educational work, and the workers, as never before."

The Tennessee delegation at their meeting projected a Co-operative Educational Association, which was duly organized at a meeting held in Nashville. This meeting was largely of in-

fluent business men, as in Georgia, and principles were enunciated and plans outlined to be employed as the basis of an educational campaign for the next two years.

There were over twenty delegates from Kentucky, among whom was a group of women intent on awakening the women of their State to general co-operation in a movement for the improvement of public schools, especially in the more neglected rural counties. Conference was held with some of the members of the Association for the Betterment of Schools in North Carolina with reference to their methods of procedure, and eventually one of these North Carolina women was engaged to visit Kentucky for the purpose of assisting in the organization of similar efforts there. A recent report informs us that this arrangement is now in the course of fulfillment.

The meeting of the large delegation from Virginia was productive of fresh enthusiasm for the already remarkable movement there, and the formation of local school leagues has since borne witness to the influence of the Conference on those in attendance.

The representatives from South Carolina considered the growing demands of their School Improvement Association, and the new fields for educational enterprise in the proposed establishment of rural high schools, the results of which are likely to be seen in all forms of educational activity.

Officers of a number of institutions in North Carolina and South Carolina united in forming an Association of Colleges for the Education of Women in these two States, and Dr. J. H. Clewell, of Winston-Salem, was chosen president of the new organization.

Hardly less interesting are the accounts which come from Alabama, Arkansas and other States. This new measure of State meetings at Pinehurst was one of the significant features of the Tenth Conference, and seems to warrant the expectation that it will become a leading event in future educational conventions.

The Executive Committee of the Conference met on Thursday afternoon for business. Attention was called to the necessity of frequent correspondence among the members of the committee, and of active effort on the part of each to enable the Conference to accomplish the objects for which it is designed.

On motion, it was voted that Mr. Dickerman be asked to edit the Proceedings of the Tenth Conference as he has done those of the two previous years.

Among the many expressions of regret from friends of the Conference who were prevented from attendance, the following was received from the Hon. John H. Small, of Washington, N. C. :

"I cannot be present during the sessions of the Conference this week, but I send my greetings and my cordial sympathy with the purposes of the Conference. I still believe that the promotion of public education, particularly in the villages and rural sections of the South, is the most important work in which one can engage. It is the true foundation upon which must be built the superstructure of industrial progress and of all the higher movements which make for the uplift and betterment of the people. I believe that the men and women from the different sections, who have participated in these Conferences, have been actuated by high and unselfish motives, and that we have been greatly benefited by their presence, their suggestions and their help."

Other similar expressions prove how warm a place these annual gatherings hold in the hearts of those who have been present on previous occasions.

TREASURER'S REPORT

CONFERENCE FOR EDUCATION IN THE SOUTH.

In Account with WILLIAM A. BLAIR, Treasurer.

RECEIPTS.

Balance on hand	\$ 189 17
Received from Mr. Fred. Nathan	100 00
Received from Mr. J. L. Bobbitt.....	25 00
Received from other donations	3,655 76
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Total	\$3,979 93

DISBURSEMENTS.

Chattanooga Times Printing Company, Proceedings.....	\$ 505 08
Berlin & Jones Envelope Co.....	15 00
Postage	123 70
Davie Press	218 65
Expenses, 1906	75 00
Badges	28 80
Other expenses	2,755 33
Express	1 00
Balance on hand.....	255 44
Outlook Press, cards	2 00
<hr/>	
Total	\$3,979 93

Respectfully submitted,

WILLIAM A. BLAIR, Treasurer

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Educational Progress in the South

A Review of Five Years

Field Reports of the Southern Education Board

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Educational Progress in the South

I. CITIZENS' MEETINGS AND ORGANIZATION.

The annual conferences, started at Capon Springs in 1898, have grown into significant assemblies to which people interested in education come from all of the Southern States; they have also taken on organization with which to do definite things and to work systematically toward the ends proposed.

Something not unlike this is seen in the several States. This whole movement proceeds by citizens' meetings culminating in organization.

In Virginia, soon after the formation of this Board, an educational campaign was undertaken under the leadership of Professor Tucker and Dr. Frazer, in which the people of a county were invited to meet at their courthouse to hear a discussion about the needs of their children. The first results were an aroused popular sentiment and a general recognition of the importance of having better schools. The next step was to crystalize this sentiment into an instrument for improving the schools. The outcome was the local "league" to attend to the interests of the community and the "Co-operative Education Association" to advance such interests as were common to all parts of the State. There are now 324 of these leagues. Within a few months the negroes, under the lead of the president of the State Industrial School at Petersburg, have adopted the same method, and ten local associations have been organized, extending into five different counties.

Through such organizations popular meetings are continually held for the accomplishment of particular objects connected with school improvement, and a general meeting is held at some convenient center once each year. Of the local meetings, 580 are reported in a single year. The general meeting at Richmond last year was attended by over 1600 delegates from the local bodies, including Trustees and County Supervisors, and was

pronounced the "largest educational gathering in the history of the State."

In North Carolina, under the leadership of Messrs. McIver and Alderman, educational campaigning had become an institution and a habit long before the existence of this Board. This was a great advantage, and the fresh efforts now put forth were the more fruitful because they were along lines already familiar. Dr. McIver's inspiring personality drew to him many efficient helpers, and the movement in this State has gained an ever-increasing breadth and power. Nor does it flag since the leader's departure. The State Superintendent writes, in a letter not a month old, "An educational campaign has been carried on without cessation during the year," and the results are written large in the figures of all the reports. The name adopted for the local organization in this State is "Association for the Betterment of Public Schools and Schoolhouses." These Associations are composed of women, though doing their work under the constant oversight of the superintendents and other gentlemen interested in educational progress. In more than fifty counties are to be found these associations having a county organization, and under this a community association for each particular school. This State has a vigorous Teachers' Association which admits to its membership prominent citizens interested in the teacher's work. It has also an organization of the county superintendents with successful annual meetings. Through these several organizations, local and general, expression is given to the rising sentiment of the North Carolina people.

In South Carolina the local organizations are similar to those in North Carolina, but are called "School Improvement Associations." A year ago it was reported that 1,000 members were enrolled; now the State Superintendent says there are 2,000, and adds that this is an "important auxiliary for improving the schoolhouses and their surroundings." This State has also a good Teachers' Association with helpful annual meetings. At the last meeting, a few weeks ago, there was also held a conference of more general character "which promises to unify and systematize the schools and raise the standards of the colleges of the State."

In Georgia, the State Superintendent reports, under a recent date: "Effective educational rallies are being held all over the State on an average of one a day. The Farmers' Union has requested an educational speaker for each meeting this summer and in this way our educational workers are given large audiences of earnest, enthusiastic farmers." In the way of local organization, over eighty counties have "School Improvement Clubs" of women; and, besides these, the "Women's Clubs" are doing much useful work in behalf of better schools. "An annual meeting of the School Improvement Clubs is held at Athens during the session of the University Summer School, and in this way hundreds of teachers from all sections of Georgia are enlisted." A Business Men's Conference, the sequel to a meeting of the Georgia delegation at Pinehurst, was held last April and proved an occasion of remarkable interest, and of great promise for the future of educational progress in this State.

In Tennessee, campaign work under the leadership of Messrs. Claxton and Mynders has been extraordinarily effective. In 1905 more than three hundred meetings were held, and in 1906 every county in the State was visited, and the attendance at the meetings was sometimes as high as 6,000. Of those held in 1906, Professor Claxton writes:

"The average attendance was about 1,000, and the total attendance something more than 100,000. The attendance was larger than at any of the political gatherings in the State during the year. At these rallies addresses were made by Superintendent Mynders and myself, and by a hundred or more prominent citizens—educators, statesmen, and others who joined us at different places. President Brown Ayres, of the University of Tennessee attended about twenty of the meetings. At each place addresses were made in the morning and in the afternoon. At the close of the afternoon addresses resolutions were read calling upon the next General Assembly of the State to make the following annual appropriations from the State Treasury:

"1. For common schools, 75 cents for each child of school age in the State;

"2. Special fund of \$50,000 to assist the poorer counties in bringing their schools up to something like the average length of term in the State.

"3. To encourage and assist the counties in establishing and maintaining high schools, \$25,000;

"4. For the establishment and maintenance of three normal schools, one in each grand division of the State, \$75,000;

"5. To the University of Tennessee, \$50,000;

"6. To encourage and assist rural schools in establishing and maintaining public libraries, \$5,000.

"In every county except one the resolutions were unanimously adopted, and in that county there was but one negative vote. After this part of the campaign was closed, resolutions were sent to county courts, boards of trade, boards of education, chapters of the Junior Order of United American Mechanics, and other labor unions and patriotic associations, and to women's clubs. Everywhere the resolutions were adopted by these representative bodies. When the Legislature met in January these resolutions were submitted, together with a petition to the same effect, signed by one hundred thousand citizens of the State.

"A large majority of the members of the Legislature were heartily in favor of legislation in harmony with the petitions.

"Recently, there has been organized the Co-operative Education Association of Tennessee which will undertake to do systematic work for the improvement of schoolhouses and grounds, the establishment of libraries, increase of school taxes, and to make sentiment which will result in good legislation."

In Alabama, a good deal of valuable help to an improved educational sentiment is rendered by political leaders. Last November, Mr. Gunnels, who is now the State Superintendent, wrote: "Almost every candidate for office during the past year was boldly outspoken in favor of public education, in favor of increased appropriations, a high standard for teachers, better schoolhouses and a better school system." During the present season Captain Hobson has been conducting a somewhat unique and striking educational campaign throughout his Congressional district, having brought from the U. S. Government service a number of experts in different fields of practical science to

assist him in popular education. In the sphere of local organization, the State Federation of Women's Clubs has been active in organizing "School Improvement Associations" both in the cities and in rural districts. A letter from the State Superintendent, written in July, says: "We have now about twenty county associations, four city associations and over fifty local associations." The plan is to "organize a County School Improvement Association in each county and through this medium to organize the rural communities."

In Mississippi, the direction of campaign work falls almost entirely to the State Superintendent. He wrote concerning the work of last year: "I spent two-thirds of my time in the field, a greater part of which was in the rural districts. Several of our leading teachers gave freely of their time, and in most instances paid their own expenses. We are very much in need of local leaders. I find it necessary for me to be on the ground in person, and to stay in a county until it is thoroughly worked. During the fall I hold meetings with the county superintendents by Congressional districts, and county meetings with the superintendents, teachers, trustees and citizens generally. I visit neighborhoods, usually in the spring, in the interest of high schools. The only funds available for this work are those generously donated by the Board you represent; the greater part of which is used in publishing the School Bulletin, a copy of which I enclose. I have published and distributed two issues of this publication of 80,000 each, during the present year. I think I can reach more people in this way than by paying the expenses of speakers. It is intended to be a campaign paper, and I feel sure that it has had a most potent effect in educating public sentiment for better schools."

In Louisiana, an effective campaign is carried on through the regular school system. In November, 1906, Dr. Dillard writes: "I know of no civic organization in public school interests except the Public School Alliance of New Orleans." He says further: "The only general meeting held during the present year has been that of the State Teachers' Association. At the close of this meeting, with the approval and aid of Superintendent Aswell, I called a meeting of the high school principals

and teachers, which had an attendance of seventy. We organized by electing a president and secretary, voted the need of such an organization, and passed a resolution approving of a special high school conference." The trend of thought and discussion in Louisiana has been in the direction of employing superior men for all important educational positions, and many of the men thus employed have proven their superiority in the campaign work. Men from the Universities have united with those connected with the public schools in these efforts, and the State Superintendents of Mississippi and Arkansas have also given valuable assistance. Superintendent Aswell in a recent letter names ten of these and says of them: "These gentlemen have never hesitated to go when called upon, whether to travel three hundred miles by train or to drive thirty miles across the country, to encourage the people to build better school-houses, increase the school term, and pay the price, whatsoever the cost, for trained teachers."

II. SCHOOLHOUSES.

Professor Charles L. Coon, of North Carolina, has published a table of figures giving the estimated value of rural school-houses in the South, leaving out those of the cities and towns. The table is here reproduced, so far as relates to these eight States:

. RURAL SCHOOLHOUSES.

	<i>Number.</i>	<i>Total Value.</i>	<i>Ave. Value.</i>
Virginia	8,965	\$1,953,532	\$218
North Carolina	7,813	1,335,532	170
South Carolina	4,726	850,000	177
Georgia	7,433	2,150,135	289
Tennessee	6,680	2,496,265	373
Alabama	4,386	562,342	128
Mississippi	7,052	920,000	130
Louisiana	3,433	1,225,000	130
Total.....	50,488	\$11,492,806	\$227

With these figures before us we can see that the country school-house is a telling object lesson. It is a daily reminder of things

due to the children which they do not have, and when the educational spirit is stirred the first thought will probably be of a better building.

The State Superintendent of North Carolina says of the people of his State: "For about five years they have been building new and modern schoolhouses in accordance with plans prepared by the best architects, approved by the State Superintendent of Instruction, at the average rate of one a day for every day in the year; 433 of these have been erected during the year ending June 30, 1907, and in the five years more than 1,500 have been erected. The value of the rural school property has been nearly doubled, and the value of the city school property more than trebled since 1900."

Reports from other States in 1906 were to a similar effect:

In Virginia two hundred new schoolhouses were built during the year, at a cost of \$450,000, and 250 more were repaired and 150 furnished at an additional cost of \$75,000.

In South Carolina 200 were built from plans approved by the State Department of Education, and inspected by the County Superintendent.

In Georgia, during the year 1905, the number was 280.

In Tennessee, within four years, the value of school property increased from \$4,179,123 to \$5,879,213.

In Alabama there were built within the year 346 rural schoolhouses, at a cost of from \$400 to \$2,000 apiece.

In Mississippi some 470 rural schoolhouses were built of the less expensive pattern, and fourteen others which cost from \$5,000 to \$20,000.

In Louisiana 208 new buildings were erected at a cost of about \$500,000, and \$150,000 was expended in furnishing and in repairing old houses. This makes the whole number of houses built in one year in the seven States, not including Tennessee, 2,151.

III. RURAL SCHOOL LIBRARIES.

People living in the country are not usually well supplied with books or periodical literature and their children do not find a great deal in their homes that they are much interested in

reading. A well selected school library therefore is a real boon, not only to teachers and pupils, but to the community. Much has been done in several States to provide such libraries.

In Virginia, in 1906, an appropriation of \$7,500 was made by the Legislature for traveling libraries.

The North Carolina Legislature began making appropriations for rural school libraries in 1901. For the first year or two considerable persuasion had to be used by the State and County Superintendents to bring the people up to the conditions required, but this has changed and now the demand is beyond the supply. According to the last report, there are now 1,659 of these libraries costing \$30 each and 277 supplementary libraries costing \$15 each; the number of volumes is 143,000 and the total cost \$53,925. Besides these, upwards of 100 libraries have been established by private subscription without aid from the State. All these are for rural schools and do not include outlays in the cities.

From South Carolina the Superintendent reports that nearly 1,000 libraries have been established in rural schools within the past four years; these contain at least 100,000 well selected books and their cost has been about \$40,000. There has also been a library movement in the cities and towns.

Georgia reports 1,107 libraries containing 131,059 volumes valued at \$80,471.

In Louisiana 257 libraries were established in 1906 at the cost of \$6,482. There were then 469 in all, with 90,453 volumes valued at \$48,673. During the past six months, as the Superintendent writes in July, \$21,000 more has been expended for public school libraries.

In Mississippi a new school law provides that when a school will provide a locker and \$10, raised by subscription, the State will add \$10 from the general fund. The Superintendent, in his report at the close of last year expressed confidence that 500 libraries would be established during this year.

Putting these statements together, we may fairly estimate that some 5,000 of these rural libraries have been established during the past five years, and that they contain about 500,000 volumes, which have cost \$250,000.

IV. SCHOOL CONSOLIDATION.

A time of building is one of opportunity. The present necessity of replacing inferior schoolhouses makes it possible to lay out large plans, to select good locations and to put up buildings that will be likely to meet the requirements of the coming people. In the eight States under consideration there are over 50,000 schoolhouses. Most of these, especially the poorer ones, are in the country. They suggest how much might be done through local schools for the multitudes who have few other chances of gaining intelligence for their children or for themselves. Hitherto these schools have done but a small part of what they might do. The current of popular thought is now turning toward their proper development. The conviction is growing that country schools ought to be as good in their way as the schools in town. Country boys and girls ought to have the chance in their own neighborhood to learn those things which are needed in the natural pursuits that open to them, in their homes as well as elsewhere, things more interesting to most of them than letters and figures, things that lead at once to attractive exertion and high achievement. So the sentiment grows that there should be in every county some schools of a high order, for advanced instruction, both academic and industrial, and that these should be free to all who may be prepared to avail themselves of their courses.

There seems to be only one way of doing anything of this sort, and that is to unite a number of small schools, to establish in a central spot one that is equipped for the purposes intended, and to contrive some way of bringing the children living at a distance by public conveyance. This is now being undertaken very extensively. In 1900 a letter was read at the Capon Springs Conference from a county superintendent in Georgia which told of an experiment of this kind in Washington county. The idea was then new. It has now become prevalent.

A report from Virginia last December told that about 200 schools had been consolidated into sixty during the previous year, and a letter recently received from the same author says upon the general subject: "The advantages of graded schools over

single-room schools are coming to be shown so strikingly in actual experience that popular opposition to consolidation is disappearing. A reasonable scheme for a graded school through concentration may now be undertaken in almost any part of the State without apprehension of trouble with the people."

In North Carolina five examples are given in different counties.

In South Carolina the State Superintendent reports that a number of such cases have occurred.

In Tennessee Superintendent Mynders reported last winter that within the previous four years the number of schools had been reduced 630 by consolidation, while the number of teachers had increased 200.

Of Mississippi, the State Superintendent says that there are now one or two consolidated schools in every county of the State, and the State contains some seventy-five counties. In Monroe county there are four such schools formed out of twelve small schools; in Copiah county there are seven such schools and in Lincoln county eight.

The report from Louisiana tells us that so far as heard from there have been eighty-eight consolidations; and a recent letter adds this information about conveyance of children from a distance: "The number of school districts now transporting pupils to central schools is thirty-seven, with a total of fifty waggonettes used in the service. Two years ago there were none."

To this list may be added an illustration from another State besides those named: Duval county, Florida, has fifteen schools formed by the consolidation of forty-five.

In this way improved schools are secured with no greater cost. The public conveyance makes attendance almost as easy. The larger number of the pupils facilitates grading and the employment of more teachers. It becomes practicable afterward to add manual and industrial training, or instruction in other lines according to the local demand; and so the foundation is laid for whatever future development the interests of the community may require.

V. RURAL HIGH SCHOOLS.

With the impulse to consolidate small schools there has been another to establish high schools. The South has many colleges and universities, but very few academies. Little attention has been paid to preparing students for college, and the higher institutions have suffered. Most of these institutions have done the best they could to remedy the trouble by having preparatory departments, but this has been only a makeshift. They have keenly felt the embarrassment and recognized the necessity of multiplying secondary schools. To this call of the colleges and universities there is now popular response, and the movement is under way for maintaining high schools as a feature of the public school system. Laws to this end have been enacted in Virginia, in both Carolinas, in Tennessee, Alabama, Mississippi and Louisiana, while in Georgia the question is actively agitated with a view to early legislation.

Of the significance of this movement, Superintendent Joyner, of North Carolina, writes: "These schools will go far towards supplying the missing link between the rural public schools and the colleges. By placing high school instruction within the reach of hundreds and thousands of country boys and girls to whom it was practically an impossibility, they will afford these an opportunity to get at home preparation for college and a better preparation for life and citizenship. They will prove, also, potent factors in the improvement of the rank and file of the rural school teachers. May we not hope that within a few years North Carolina will have a complete system of public education from the primary school to the college and university?"

The General Education Board has given substantial aid to this movement for rural high schools and in some States a good deal has already been done.

In Virginia there are now 170 such schools where there were only nineteen a year and a half ago. A letter from Mr. Rawley, in July, says: "Several instances of consolidation and of new high schools have been reported in the last few weeks as a direct result of the work of the leagues."

Of North Carolina Mr. Joyner writes: "These high schools will be organized this fall. Many applications for them are already on file in my office. It is already evident that the number will be limited only by the appropriation and the law."

From South Carolina the State Superintendent writes: "We are meeting with marked success in establishing high schools. The requirements of the high school act are strict and difficult, but they are being met."

Concerning Tennessee, Superintendent Mynders wrote last winter: "In all parts of the State interest in public schools is growing rapidly. The law authorizing the county courts to establish and maintain public high schools was enacted in 1899. Up to July, 1905, seven counties had levied taxes or made appropriations for them out of the county funds and five of these had established one school each. At this time seventeen counties have levied taxes or made appropriations for high schools and in fifteen of these counties thirty-two schools have been established. The annual income of these schools from taxes and appropriations is approximately \$180,000 and they own property valued at \$175,000. In more than a dozen other counties committees have been appointed and other steps taken preliminary to voting on the question of establishing high schools and levying taxes for their support."

Of Louisiana, Superintendent Aswell writes in July: "Four State high schools have been created during the past six months, making the total number fifty-three."

VI. INDUSTRIAL EDUCATION.

The letter already referred to, from Washington county, Georgia, which was read at Capon Springs, in 1900, gave an account of interesting experiments in industrial instruction that had been tried in the country districts. This was probably the first systematic effort to introduce such courses into the schools of a whole county anywhere in the South. During the years which have followed much has been done in this way. Not only have the teachers' colleges given a great deal of attention to this subject, but it has also been a marked feature in many of the summer schools. The courses of Professor Hammel have awakened re-

markable interest, and other instructors have had similar success. Thus a great number of the more ambitious and progressive teachers have gained a new and vital conception of the purpose of education. This has influenced their manner of teaching and affected the schools under their care. Exercises in manual training and handicraft are quietly making their way in many places, and sometimes where one would least expect. The old methods are varied and enlivened with those more attractive, while the pupils are led to observe what is going on about them and to find delight in the world of natural phenomena.

The Miller School of Virginia has stood as a most impressive object lesson in this kind of education, and the late Captain Vawter, for many years its honored head, was an earnest apostle of industrial training as an essential to the best system of public schools. In complete accord with this has been the influence spread abroad in each State by the Agricultural and Mechanical Colleges; these have taught the dignity of the trades and of the practical sciences as affording an intellectual discipline quite as effective in its way as that of literature and metaphysics. Nor can we leave out of view the powerful influence of General Armstrong and of the great school at Hampton, which has steadily held to the philosophy of "learning by doing." Of similar influence, too, has been the work of Dr. Knapp in teaching the farmers of Texas and Louisiana the latent possibilities of wealth and power in an intelligent cultivation of the soil.

Last year's report from Virginia says: "Text books on agriculture have been introduced into both primary and high schools."

From South Carolina comes this word: "Dr. S. A. Knapp addressed our teachers. He gave many of them a new view-point of their work. His coming means much to our rural schools and communities. He also helped other schools."

The State Superintendent of Mississippi writes: "Agriculture for the first time was last year made a part of the common school curriculum. The work has been taken up with an unexpected interest. It is no uncommon thing to see well tended school gardens in the remotest districts. The introduction of this study into the curriculum has had a most noticeable effect in

giving the people a broader conception of the meaning of education. I find that the text-books used by the children are read by the parents. The A. and M. College, through its Farmers' Institutes, bulletins and in other ways, is rendering efficient service in awakening interest in the study of agriculture. Vocal music, free-hand drawing and manual training are being taught in the more progressive counties. At a fair, just closed in Jackson, two counties had creditable exhibitions of work of this character done in the rural schools."

A report from Louisiana is similar in its tenor: "Agriculture has been introduced into many of the rural schools, and manual training put into three of the high schools of the State. I visited recently the manual training department of the Shreveport High School, and found it in a most excellent condition. Special effort is being made to promote school gardens, and a number of schools are beginning this work."

VII. IMPROVEMENT OF THE TEACHING FORCE.*

Teachers have had more to do with this new educational interest than any others. They have been the first to receive progressive ideas; they form the largest element in educational meetings; they are the soul of the organizations and they have been in the front of every campaign for school improvement. So, too, the future of the schools depends on the teacher and whatever contributes to the improvement of the teaching force contributes to the improvement of the whole educational system.

Encouraging progress in the direction of a stronger teaching force has been made:

(1) In recent legislation placing the examinations of teachers under the control of the State Superintendent. The effect of such law is to raise the standard of requirements and to enforce this standard uniformly throughout the State. Laws embodying this principle have been enacted in Mississippi, Alabama, Virginia, West Virginia, Florida, Louisiana, South Carolina, Texas and North Carolina. Superintendent Hill, reporting the effect

*Prepared chiefly by Mr. Rose.

of this law in Alabama, says: "There has never been put on the statute book a law which has done more to raise the standard of the teaching force of the State."

(2) Progress in the training of teachers has been made in the more definite organization and in the larger State and local support of the Teachers' Institute. In 1905 Louisiana expended for Teachers' Institutes and Summer Schools \$21,395. The work for the State includes a monthly institute for one day in each parish, an annual institute of one week in each parish, and three grades of Summer Schools, one for teachers just entering the service, one for third and second grade teachers, and one for first grade teachers; normal school and college graduates. The work has been definitely organized; it has a graded course of instruction, and is administered by a corps of teachers specially trained for the service.

In the laws of all the other States the institute is recognized as an essential part of the State school system and some provision is made for its support by fees, local funds, State funds, or by a combination of these. In all these States its development in support and in organization is in the direction of the standard set by Louisiana.

(3) Further progress in the training of teachers is being made in the development of the public high school. Superintendent Whittfield estimates that seventy-five per cent. of the teachers in the elementary rural schools of Mississippi received the whole of their education in the schools in which they are teaching. This is a fair estimate of recent conditions in all the Southern States. Every public high school established is an institution for the education of teachers; and when the States have established adequate systems of high schools, it will be possible to require of the teacher in the elementary school at least the equivalent of a high-school education. Nothing else now being done in the South means so much for the improvement of its teaching force as this rapid multiplication of public high schools.

(4) A sign of improvement in the teaching force is the growth of the normal schools. For the past five years most of the State Normal Schools have been adding steadily to their buildings, improving their equipment, increasing and strengthening their

faculties, raising the standard of their work, and graduating larger and larger numbers of students. President Jarman says of Farmville: "Five years ago our annuity was only \$15,000 and the State has appropriated only \$60,000 for buildings and equipment in seventeen years. Our annuity now is \$40,000 and during the last five years \$125,000 has been appropriated for buildings and equipment. Our faculty has increased from thirteen to thirty, and the enrollment from 422 to 873. The course of study has been lengthened by three years and now ranks with the courses offered by the best normal schools of the country." Some of the larger schools like Rock Hill and Greensboro are receiving from the State an annuity of from \$60,000 to \$75,000.

(5) All the State Universities in these States have established departments of education for the training of teachers for the secondary schools and the higher positions in the service. These departments are young and are, therefore, small, but the beginning has been made and with it a distinct advance in the training of teachers.

(6) The departments of education and the normal schools are extending their work in summer schools. The Peabody College at Nashville has a summer term in which it offers the regular college work. Summer schools for teachers are now maintained at the Universities of Texas, Alabama, Georgia, Florida, Tennessee, West Virginia, and Virginia. The Summer School of the South, at Knoxville, enrolls annually about 1,700 students from all the Southern States. In these schools more than 5,000 teachers, who could not attend any institution during the regular year, are receiving professional training.

(7) This advance in the training of teachers is being reinforced by an advance in the teachers' salaries. Speaking of North Carolina, Mr. Coon says: "The total amount paid each rural white teacher in 1905-6 was \$4.86 more than in the previous year, and the amount paid to city teachers was \$10.34 more." Of Tennessee, Mr. Mynders says: "The salaries of teachers show an increase as compared with last year of more than \$4.00 per month." Mr. Whitfield says of Mississippi: "The Legislature of 1904 raised the maximum salary of a first grade rural teacher from \$55.00 to \$65.00 per month; the last

Legislature raised this to \$75.00 for all counties, and further provided that when a county carried a balance forward to the next scholastic year, the County Superintendent could pay principals of schools employing assistants \$100.00 a month, and the assistants \$65.00." Mr. Aswell writes of Louisiana: "The number of teachers employed who have been especially trained in normal schools has increased 101. White teachers' salaries, including all grades, have increased at the rate of \$7.99 a month during each of the past three years. Thus, the average teacher is to-day receiving a salary of \$23.97 a month more than was paid three years ago. The average salary below the high school in 1904 was \$36.99; in 1905 it was \$42.98; in 1906 it has reached \$49.11, and the increase has continued in the same ratio since the first of January, 1907. The salaries below the high school are shown to be increasing at the rate of \$6.06 a month for each year. The average salary of high school principals is now \$1,133.33 per year."

VIII. PUBLIC SCHOOL SUPERVISION.

The vital point in an organized system is the administration. Thus we find the reports from the South constantly dwelling upon the subject of school supervision. In one such report occur these words: "We come now to the crucial point—the superintendent is the life of the system. When the superintendent is good, everything will be good. In the matter of supervision conditions are about the same as set forth in previous reports. It would be difficult to find in all the State a half-dozen well qualified superintendents. To their credit, though, it must be said that nearly all show a livelier interest in the schools; and nearly all would do better work if they knew how. The most encouraging thing I know is that our worthy State Superintendent is taking in the situation and has set his heart on better things. 'At the next appointing of superintendents,' says he, 'they must be appointed to give all their time to the work, and with adequate compensation.'"

In another State we have from the State Superintendent the following: "At present many superintendents in the State are paid as low as \$150.00 per year, and some even less. This will

barely defray expenses of the office, and as a result they are compelled to devote almost all their time to some other employment. Without competent supervision and direction no enterprise can succeed. The business of education is no exception. The County Superintendent should be trained to his work and should be capable of executing plans for the improvement of the school in his county and the better training of his teachers. He should be able to carry on among the teachers a campaign to stimulate interest in the schools and to create a sentiment in their favor. This, in my opinion, is to-day the strategic point in the educational system of the State, and we should at least fix a minimum salary for this office. A competent superintendent could save the county the full amount of his salary by carefully watching the finances of the schools."

During the last few years much has been done to diffuse abroad a higher conception of the meaning of this office. It was especially desirable that the superintendents themselves should rise to a keener sense of their opportunities and responsibilities. Of no little value for this purpose was a number of conventions of superintendents, which were held at the suggestion of Dr. Buttrick, and with the material aid of the General Education Board, in 1902-3. These conventions gathered the School Superintendents of a particular State at a central point for conference on practical educational questions. Eight were held in as many different States. They were well attended and had great influence. In several States a permanent organization of the County Superintendents was effected and meetings have since been annually held.

The State Superintendent of North Carolina says: "Five years ago not a single county in the State employed a County Superintendent for his entire time. During the past year fifty-one counties employed them for a large part of their time. In every county the superintendent is devoting more time than ever before to his work and is visiting his schools. The average salary has been more than doubled in four years and is now \$590. In some of the best counties the salaries range from \$1,000 to \$1,800. The law now requires all County Superintendents to visit the schools and to attend the annual conferences, at which

the State Superintendent and his fellow County Superintendents take counsel together about their common work. The office has grown in dignity, respect, importance and in public confidence."

The State Superintendent of Mississippi writes in a similar vein: "The Legislature of 1906 adopted a new code of laws for the State. In the school laws only such changes and additions were made as experience had shown to be needed. The maximum salary of a County Superintendent was raised from \$1,000 to \$1,800. Up to 1904, the maximum had been \$800. I have reports from three counties which show the following salaries: Yazoo, \$1,800; Perry, \$1,600; Tate, \$1,500. The law provides that when the salary of a County Superintendent is \$1,200 or more, that official shall not pursue any other business of a public nature, but shall devote his entire time to the supervision of the schools. The law also provides that in addition to standing examination on the public school branches, all candidates for this office shall pass an examination on the art of teaching. I am sure that the largely increased salary and the higher qualifications required will result in giving to the counties the one thing most needed at this time in Mississippi—intelligent and earnest leadership."

Quite as significant is the report of Dr. Dillard concerning Louisiana: "In no department of the school work has there been such marked improvement as in the department of supervision. Within the past two years two-thirds of the superintendents have resigned and their places have been filled by practical, up-to-date, professional school men. It may fairly be claimed that the needy, the helpless, and the man with a political 'pull,' have withdrawn from the office of Parish Superintendent in Louisiana." A statement to the same effect comes from Superintendent Aswell, dated July 23, 1907: "By constantly pressing the subject of better schools there has been a wonderful sentiment aroused in favor of school supervision. Probably the greatest single achievement in Louisiana has been accomplished by the parish school boards in putting trained teachers in charge of the schools as Parish Superintendents. These superintendents know their business, are alive to the situation, and respond

readily to all influences for helpfulness in the school work of the State."

IX. COMPULSORY ATTENDANCE LAWS.

With the growing sentiment in behalf of efficient supervision, there is coming another to secure the better attendance of the children. At the Eighth Conference, held at Columbia, S. C., Professor Hand read a paper vigorously advocating legislation for the accomplishment of this object, and in the following year, at Lexington, Professor Barbe presented another paper, telling of the experiences in West Virginia, and defending the same views. This is fast becoming a question of popular interest and is beginning to occupy the serious attention of legislators.

In North Carolina, as Superintendent Joyner writes, "the General Assembly, in 1907, passed a compulsory attendance act, a sort of local option law," and then he adds: "I contemplate securing the adoption of compulsory attendance under it in a number of districts in which the conditions are favorable, thereby furnishing an object lesson and getting a mass of facts with which to prepare public sentiment for the adoption of a general compulsory law. I have no doubt of the accomplishment of this within the next two years."

Dr. Frazer writes from Virginia: "A better understanding of the evils of scant and irregular attendance is fast making friends for compulsory attendance. It is as common now to hear men argue for it as it was a while ago to hear the rights of parents defended. Some provision for its introduction is confidently expected of the next Legislature." Of like import are words of Mr. Rawley: "Indications gathered from comments of the press, and otherwise, seem to show a growing desire to discuss compulsory education, and it is urged that we inaugurate a campaign in this behalf at our next annual meeting."

On the same subject, one of the leading statesmen of Alabama recently said: "A compulsory law should be enacted for the sake of the white children. There is no need of it for the negroes; they go to school whenever they have a chance."

The difficulty of enforcing such a law, especially in sparsely settled regions, is generally recognized, but the opinion is spread-

ing that it would be of great value in many communities. As the school system advances in administrative efficiency, the time will undoubtedly come for the enactment of such laws.

X. LITERATURE OF EDUCATION.

Education finds a swift handmaid in the popular press. The intellectual life of the world is always turning to the child for the fulfilment of its largest hopes, and the messenger of its latest thought is the printed page. The writer is the universal teacher and the reader is the recipient of his inspirations. This movement for better schools in the South has had its own literature, a liquid spring rising out of its own heart and flowing into all the land with ever fresh suggestions.

1. Foremost have been the newspapers. These have become the first medium of communication between the educational meeting and the general public. However full the attendance at convention or conference, a vastly more numerous audience—absent, unseen, silent—have listened to its voices and shared in its results. The newspaper, too, has been the ready channel of educational intelligence from all sources, the open forum of the college president, of the members of the board of education and the superintendent, of teachers and parents and children, of every one and any one who has a wish to express or a suggestion to offer in behalf of better advantages for the young.

In these eight States there are about 180 daily papers, with an aggregate circulation of over 800,000; and of the periodicals which appear less often, thirty-five of the more prominent have a circulation of about 640,000. Such an agency as this, enlisted in any cause, has a power whose scope it is not easy to comprehend. The avowed purpose of most papers is educational and they are naturally sympathetic toward all measures promotive of the higher interests of the people. Hence the great part which they have played.

Of somewhat similar value are the bulletins, pamphlets and circulars which have been prepared for a particular purpose and widely scattered among the people. These have supplemented the articles of the periodic press, making the ephemeral

impression permanent, and carrying the message to many who would not have read it in the papers. Of great value among publications of this order may be named: "Universal Education," by the Co-operative Education Association of Virginia; "Improvement of Rural Schoolhouses and Grounds," by R. D. W. Connor, of North Carolina; "High School Act," by the State Superintendent of South Carolina; "Plans and Specifications for Schoolhouses," by the State Commissioner of Georgia; and "The Task of the Leader," by Mr. Murphy, of Alabama.

Reports from the several States show the estimate placed upon this work. Dr. Frazer, of Virginia, says: "There are fourteen papers in various sections of the State publishing either a page or a column of educational matter each week; and one hundred and seventy-two papers publish such articles as are sent to them by our press committee. Between 25,000 and 30,000 pages of educational leaflets and literature have been printed and distributed from the office of the secretary in Richmond. The proceedings of the Lynchburg meeting have also been printed and distributed."

Commissioner Merritt, of Georgia, says: "The following pamphlets have been sent over the State: 'A Plea for the Education of Georgia,' 'A Vote for Progress,' 'An Address to the People of Georgia,' 'The Paramount Question,' 'Discussions of our School Problems by Educational Statesmen,' 'Plans and Specifications for Schoolhouses,' 'Report of School Work and School Conditions,' 'What is Said by Those Who Know,' 'Our Boys and Girls Our Richest Treasure.' Stereotype plates of 'An Address to the People of Georgia,' and of addresses on 'Local Taxation' and 'Better Rural Schools for Georgia' have been furnished for publication to the various newspapers throughout the State. The press has shown eagerness for this matter and we have accomplished much thereby."

Superintendent Martin, of South Carolina, speaking of the School Improvement Association, remarks: "The addresses of the members are kept for a mailing list and the president has prepared and sent to them some very helpful and suggestive bulletins which have led to the improving and beautifying of many schoolhouses with their surroundings."

Superintendent Gunnels, of Alabama, closes his report with the words: "I am enclosing to you three small pamphlets which explain themselves. These pamphlets have been distributed generally and generously over the State, and I trust they will bear much fruit."

Many particular examples might be cited of the effective assistance rendered by some of the leading newspapers. During the past year the *Nashville American* has published Superintendent Mynders' statistical report of four years' progress in the Tennessee schools; the *State*, of Columbia, has printed an elaborately illustrated commencement number, descriptive of all the South Carolina Colleges; and the *Raleigh News and Observer* has sent out an educational number, containing forty-eight pages full of valuable information from men of mark among the institutions of North Carolina, and especially interesting for a review of five years by the State Superintendent. Similar things have been done from time to time by other journals.

It was in the design of the early conferences at Capon Springs to have the influential press of the several States participate by their chosen representatives, and in the subsequent meetings much pains has been taken to enlist their interest and co-operation. On the formation of the Southern Education Board, one of the first steps was the establishment of the Bureau of Information at Knoxville, to work with the newspapers and through them in carrying on "a crusade against ignorance." The development of this phase of the work from year to year has been as remarkable as any part of it.

2. A literature more substantial and lasting has also made its appearance. The peculiar situation in the South has raised many educational questions of world wide significance. Especially has this been the case as concerns the education of the negroes. Here are problems that reach beyond America to Africa, Asia and the Philippines. The ablest minds of the country are attracted to these problems and are bestowing upon them their earnest thought. Men of this character have been asked to address the great educational assemblies of the South and have prepared for these occasions, by careful research and

diligent study. Then have followed the published "Proceedings," thorough revision of the more notable addresses for magazine articles, and finally the embodiment of their clearest conclusions in books. Certain widely read volumes, like "The Rebuilding of Old Commonwealths" and "The Present South," will at once occur to many, but if we were to gather all the volumes which have come into existence on the waves of this movement there would stand before us more than we think."

3. Perhaps it may be questioned whether statistical reports are to be regarded as literature, but these certainly have great significance in the field of practical education. The regular reports of the Department of Education to the Legislature in the several States are the index of educational conditions. A full and thorough report is possible only with a well organized school system. The State Superintendent cannot prepare creditable tables of figures for the counties unless the county officials send accurate statistics to him, and the County Superintendent will be equally helpless unless the teachers in each school are faithful in their reports. Those who depend upon published statistics often find them misleading for this cause. Figures sent out by the United States Government might naturally be regarded as trustworthy, but the Government is at the mercy of local officials, and its statements may be faulty because certain counties have not been heard from, or particular schools have given no account of what they are doing.

In most of the Southern States the general educational advance has been reflected in greatly improved statistics. In a number of them the annual reports of the Department of Education, with their carefully tabulated figures for the many hundred schools, are an honor to the State and to all who have contributed to their perfection. In other States where conditions are still backward, and the county boards are negligent, earnest efforts are under way to remedy the trouble. There is a movement in one of the more progressive States to have a law passed requiring the County Superintendent to present a full and satisfactory report of all the schools in his charge, and forbidding the payment of his salary till the report has been rendered. In another State, measures are being taken to provide an extra

clerk whose time shall be given to this particular business. With the improvement in organization, which is so evident in all the States, there must be increasing completeness in these publications.

XI. THE EDUCATIONAL CENTER.

Thomas Jefferson gave to the Republic the conception of a university organically joined to a system of free schools for all the people, and he undertook to embody this thought in the University of Virginia. That conception brought into the new day and given a modern interpretation has had no little power in kindling and guiding the educational spirit of the Southern people.

While it may be simpler to look upon a college as chiefly for the individuals who gather there to pursue their chosen courses of study, a larger view is quite as essential. The "Seat of Learning," with its spirit of research and love of truth, belongs to all who are concerned with accurate thinking and widening knowledge. As the home of a brotherhood of scholars who thus keep in touch with one another and work together for high ends—as a sacred spot having associations with great men and great deeds of other times, conserving the best traditions of the past, resisting the worst clamors of the present, and guarding reverently the worthiest standards of conduct for the young who are to do their work in the future, the college well deserves all the honor and love which it is our American custom to render.

The number of colleges in the States under review, as reported by the United States Commissioner of Education, omitting those especially for negroes, is as follows:

UNIVERSITIES AND COLLEGES FOR WHITE STUDENTS.

	<i>Va.</i>	<i>N. C.</i>	<i>S. C.</i>	<i>Ga.</i>	<i>Tenn.</i>	<i>Ala.</i>	<i>Miss.</i>	<i>La.</i>	<i>Tot.</i>
For men and co-ed. . . .	10	10	7	7	18	5	3	5	65
For women	10	9	8	9	7	7	9	3	62
Technological schools. .	2	1	2	1	..	1	1	..	8
	—	—	—	—	—	—	—	—	—
Total	22	20	17	17	25	13	13	8	135

A similar table presents the number of corresponding Normal Schools as given in the reports:

NORMAL SCHOOLS FOR WHITE STUDENTS.

	<i>Va.</i>	<i>N. C.</i>	<i>S. C.</i>	<i>Ga.</i>	<i>Tenn.</i>	<i>Ala.</i>	<i>Miss.</i>	<i>La.</i>	<i>Tot.</i>
Public normal schools.	1	1	1	4	1	4	2	2	16
Private normal schools	1	2	..	..	5	3	1	..	12
	—	—	—	—	—	—	—	—	—
Total.....	2	3	1	4	6	7	3	2	28

Some idea of the general progress of these institutions may be gained from a comparison of the reports at an interval of several years. The table below is concerned with the reported numbers of students enrolled in 1900-1 and 1904-5.*

*Institutions reported in but one of these years are not included.

STUDENTS IN INSTITUTIONS FOR ADVANCED EDUCATION.

	<i>1900-1.</i>		<i>1904-5,</i>		<i>Increase or Decrease.</i>	
	<i>Men.</i>	<i>Women.</i>	<i>Men.</i>	<i>Women.</i>		
25 colleges for men.....	6,049	103*	6,875	7*	+826	—96
36 co-educational colleges.	7,494	2,534	7,931	2,637	+437	+103
59 colleges for women....	....	9,823	....	11,623	....	+1,800
8 schools for technology..	2,918	23	3,902	17	+984	—6
13 public normal schools	683	2,122	735	3,702	+52	+1,580
Private normal schools...	394	379	331	616	—63	+237
	—	—	—	—	—	—
	17,538	14,984	19,774	18,602	+2,236	+3,618

The total number of students in 1900-1 was 32,522; in 1904-5 it was 38,376; increase, 5,854; per cent. increase, 18. The per cent. increase of men was 12.7; that of women 24.1. During the four years the proportion of men in the co-educational colleges and schools of technology greatly increased, while in the normal schools there was a like increase in the proportion of women. In the colleges for men exclusively the number of students was much larger in 1905 than in 1901, and the same was true in the colleges exclusively for women. Apparently the co-educational system is less in favor than formerly. The increasing demand for women in the teachers' calling explains their growing numbers in the normal schools, and the demand for men in positions requiring a technical education offers a reason for there being so many of them in the schools of technology.

*Of the colleges for men, three report 103 women in 1900-1, and none in 1904-5; three others report no women in 1900-1, and seven in 1904-5. It seems better to class the six in this list than among the co-educational colleges.

The showing of the reports in respect to maintenance is also worthy of attention. Among the colleges for men and those for students of both sexes there are twenty-five which show an increase of productive funds from an aggregate of \$5,847,000 to an aggregate of \$8,748,000; a gain of \$2,901,000, or 49.6 per cent. To be sure, the greater part of this gain is in a few institutions, but so great an increase in a brief four years is not without tokens of encouragement for all. Of the colleges for women, seven show an increase in productive funds, though this increase is not large. The schools of technology have the advantage of maintenance from the United States Government and from the State. It is not surprising, therefore, that the reports show an increase in the value of their grounds, buildings and equipment from \$2,277,000 in 1900-1 to \$3,432,000 in 1904-5; an advance of \$1,155,000, or over fifty per cent. The public normal schools have a similar advantage in the support of the several States in which they are located, and they show a like prosperity, the nine schools reporting in 1905, a valuation of buildings, grounds and equipment at \$1,490,000.

One can hardly appreciate the significance of these institutions, or understand the position in which they now stand, without knowing something of their history. Many of them have a great record, reaching back to times when the conditions of their environment were wholly different from those of the present time. In the list of colleges for men and for students of both sexes these are forty-four whose date of origin is older than 1865; and among the colleges for women there are thirty-five. On the other hand, the schools of technology, with the exception of two military institutes, have all come into existence since 1870. The normal schools likewise are of recent origin. The older colleges are not all rich in material resources, but they may be rich in other things.

Take a list of the twelve oldest colleges in the South, with the dates of their founding:

College of William and Mary.....	1693
Washington and Lee University	1749
Hampden-Sidney College	1776
University of Nashville	1785
College of Charleston	1790

University of Tennessee	1794
Greenville and Tusculum	1794
Washington College	1795
University of North Carolina	1795
University of Georgia	1800
Salem Female Academy and College.....	1802
South Carolina College	1805

The first of these has been a center of intellectual life for over two hundred years, and each of the others for more than a century. The generations gone have left them something that is worth having and worth cherishing. Whatever power they have had to guide thought and govern conduct continues with them, having grown in steadiness and fineness by all the vicissitudes through which they have kept their fidelity to high ideals.

If these schools have an enhanced value by reason of their age, each of those more recently established has a value of its own. Each has been started to meet a want. At the beginning of the last century, when there were only ten colleges, there were only 1,800,000 people in this whole territory. There are five of these States, any one of which contains now a larger population than that. Then the most westerly college was the University of Nashville, and the University of Georgia, at Athens, was on the southwestern frontier. The educational life that has gone into that whole vast region to the west and south of these two places has been carried thither by the colleges which have risen, one after another, as the pioneers took possession of the new country. There, as in the older States, they have kept on coming into existence as they have been wanted. And always they have diffused abroad among the people higher conceptions of life, more intelligence, better standards of conduct. They have made the attractive college community, whose almost uniform elevation of manners and morals gives tone to social usages for fifty miles around. They have cultivated the love of literature, of music, of art. They have given to religion a healthier theology and a sweeter spirit. They have purified business of its sordidness, have restrained the riot of passion, have fostered all the domestic virtues and given to society its finest amenities.

Colleges of the older sort have done all this; they are doing it to-day, and more than this in a hundred places. But new

times bring new wants. The swift intercommunication of modern life makes the necessity of co-operation in everything, and of educational co-operation. There rises, too, the necessity of educational centers for a larger circuit of influence and for greatly multiplied responsibilities. This is why the State Normal Schools are coming into such prominence. They are a necessity in behalf of the rural schools in every part of a hundred counties; and it looks as if these schools would have to assume more far-reaching administrative functions in the task of apprenticing their pupils to the service for which they are preparing. This is the meaning of the great schools of technology. A time of such vast business enterprise in all fields requires them; and the demands upon them from farm, forest, manufactory, mines and transportation are likely to be multiplied many fold before many years have passed. This explains the greater university with its comprehensive embrace of all departments of learning and its interest in all fields of intellectual inquiry. If we see the outlines of an institution coming out before our eyes in colossal proportions that are unfamiliar, it is because there has never been such another period and the new exigencies must have these new agencies for the evolution that is going on. This accounts also for the woman's college of ampler scope. Women are entering into manifold activities that were unknown to former generations. Organizations everywhere for every kind of social and civic improvement witness to a feminine efflorescence as universal and profuse as the harvests men are reaping, and the schools of women must be rich enough and comprehensive enough to respond to all this and lead it forward to the most sound and beneficent results. And with all these developments there is such a need of that quality which inheres in the older colleges as no language can express. Their ancient halls of classic refinement, their atmosphere of meditation and idealism are like oases in the wilderness of modern industrialism. But they will find their best and purest life in meeting the wants of the new times, in coming into adjustment with modern necessities and doing what they may to guide and ennoble all efforts for popular enlightenment.

An essential feature of the new educational movement is its inclusion of all the people. In the old times, the poorer people

saw little of school or college; in the new, they have access to both. In all the educational progress of the South nothing is more wonderful than the growth of schools for negroes. The following table, showing the number of schools of advanced grade maintained in each State for negro education, has been prepared from the last report of the United States Commissioner of Education:

SECONDARY AND HIGHER SCHOOLS FOR NEGRO STUDENTS.

	Va.	N. C.	S. C.	Ga.	Tenn.	Ala.	Miss.	La.	Tot.
Public high schools....	6	1	9	6	10	4	10	1	47
Other schools of high grade	11	17	10	17	8	13	10	5	91
Total number....	17	18	19	23	18	17	20	6	138

How much it means that there are so many of these so widely distributed! Attention is sometimes called to the remarkable decrease of illiteracy among the negroes as an evidence of progress; far more significant are their great schools, which have grown and multiplied so fast. For these concentrate intelligence, train their pupils to see through every difficult situation, and show them how to live so as to derive strength and joy from all experiences. There are educational centers for the negroes so well known and so penetrative in their enlightening power that there is no need of even mentioning their name. These are not temples to literature or art or scholarship so much as training grounds for better service of mankind. The rare few who have the ability and disposition to become scholars and artists will find no bar to their entrance at the best endowed universities of the North and of Europe. But the center of negro education here is for the whole negro people. It is the mother of other schools which thrive under its fostering oversight and extend its service to distant fields. It is the patroness of all useful industries. It is the mentor to rebuke a hundred follies. It is the friend of goodness, of genuine religion, of blameless, resolute character. The existence of such schools is the supreme safeguard of the future of the negro people.

In the nature of things the education of the white people and that of the negroes must go on at the same time. There are many educational interests which the two peoples have in

common. It seems wise to keep this in mind. If both peoples exert themselves to advance these common interests they will be more likely to succeed than if one undertakes the whole and the other looks on in indifference. These common interests are most apparent in the public schools. All the schools are under the same administration and it is for the advantage of all that this be conscientious, capable and efficient. It is similar with industrial questions, like the promotion of better agriculture, better stock raising, better treatment of the forests. These are questions that concern everybody who has anything to do with a farm, or with cattle, or with cutting down trees. It makes little difference whether he is a white man or a negro; in either case he wants to know how he can do his work best and make the most out of it. In every educational center constant attention may be given to all such great common interests and much can be done to cultivate the spirit of co-operation and mutual helpfulness through which the desired ends are to be attained.

Such a dependence on intellectual centers is hardly likely to be less in the future. As the schools of the people grow and become better, the colleges and universities will also grow. The higher schools will look to the colleges for qualified teachers to do their work, and then, in turn, they will send up to the colleges their graduates to pursue advanced courses; thus they will be joined continually in common interests and in a common service.

XII. LAW AND FINANCE.

The spirit of popular education undertakes to realize its hopes through legislation and taxation. Particular schools and colleges may be maintained in other ways, but education for the people must be "of the people and by the people." Every step of advance is in an expression of the popular will, first at the ballot box, afterward in meetings of the school board and in sessions of the Legislature and finally in the payment of assessments to the collector. This is the procedure for raising the standards of efficiency at every point, for increasing salaries, securing capable superintendents and teachers, consolidating weak schools, improving schoolhouses, adding libraries, introducing new courses, regulating terms and governing the pupils

in their attendance. The people vote and then the vote is actualized in the tax.

What has been already said presents some of the specific benefits thus achieved. Indication of the more general results that have followed in a number of States, within four or five years, may be seen in the following tables of figures obtained from official sources:

EDUCATIONAL PROGRESS IN SEVERAL STATES SINCE THE ORGANIZATION OF THE SOUTHERN EDUCATION BOARD.

STATISTICS.

EXPENDITURES FOR PUBLIC SCHOOLS AS OFFICIALLY REPORTED BY U. S. COMMISSIONER AND STATE SUPERINTENDENT.

<i>(Five Years)</i>	<i>1900-1.</i>	<i>1905-6.</i>	<i>Increase.</i>	<i>% Inc.</i>
Virginia	\$ 2,012,359	\$ 3,158,497	\$ 1,146,138	56
North Carolina	1,152,920	2,291,053	1,138,133	99
South Carolina	961,897	1,404,474	442,577	46
Georgia	2,083,366	2,763,247	679,881	32
Tennessee	1,811,454	3,247,563	1,436,109	79
Louisiana	1,236,648	2,812,736	1,576,088	127
Total.....	\$ 9,258,644	\$15,677,570	\$ 6,418,926	69

In Alabama expenditures in 1900-1 were reported as \$923,464, and the estimate of the State Superintendent for 1905-6 is \$1,600,000, an increase of \$676,536, which would be 73 per cent.

In Mississippi expenditures for 1900-1 were reported as \$1,472,433, but exact figures are not available for 1905-6, nor have we received an estimate from the State Superintendent.

EXPENDITURES FOR PUBLIC SCHOOL EQUIPMENTS.—GROUNDS, BUILDINGS, FURNITURE, LIBRARIES, APPARATUS.

U. S. Commissioner's Reports.

<i>(Four Years)</i>	<i>1900-1.</i>	<i>1904-5.</i>	<i>Increase.</i>	<i>% Inc.</i>
Virginia	\$ 187,301	\$ 278,982	\$ 91,681	49
North Carolina	61,689	296,892	235,203	481
South Carolina	62,895	140,169	77,274	123
Georgia (ex. cities)	87,952	162,722	74,770	83
Tennessee	131,615	261,529	129,914	91
Louisiana	60,036	419,852	359,816	582
Total.....	\$ 591,488	\$ 1,560,146	\$ 968,658	164

ESTIMATED VALUE OF ALL PUBLIC SCHOOL PROPERTY.

U. S. Commissioner's Reports.

<i>(Four Years)</i>	<i>1900-1.</i>	<i>1904-5.</i>	<i>Increase.</i>	<i>% Inc.</i>
Virginia	\$ 3,603,634	\$ 4,297,653	\$ 694,019	19
North Carolina	1,335,658	3,182,918	1,847,260	138
South Carolina.....	990,000	2,000,000	1,010,000	101
Georgia	2,738,800	4,009,590	1,270,790	46
Tennessee	3,691,069	5,171,753	1,480,684	40
Louisiana	2,450,000	3,659,915	1,209,915	49
Total	\$14,809,161	\$22,321,829	\$7,512,668	51

LOCAL FUNDS RAISED FOR SCHOOL PURPOSES.

United States Commissioner, State Superintendent.

<i>(Five Years)</i>	<i>1900-1</i>	<i>1905-6.</i>	<i>Increase.</i>	<i>% Inc.</i>
Virginia	\$ 985,877	\$1,303,900	\$ 318,023	24
North Carolina	15,949	448,775	432,826	2,714
South Carolina	142,459	269,162	126,703	89
Georgia	423,288	1,100,000	676,712	159
Tennessee	1,631,589	2,324,429	692,840	42
Louisiana	742,945	1,570,598	827,653	111
Total	\$3,942,107	\$7,016,864	\$3,074,757	78

In Alabama no report is available for 1900-1; in 1905-6 the amount reported is \$534,936.

In Mississippi the amount reported in 1900-1 was \$508,418; no definite report has been received for 1905-6.

XIII. THE CONCORD OF INTELLIGENCE.

This record of progress is traceable to many causes. The recent economic development of the South is one cause. The increase of intercommunication among the people is another. The general spirit of educational interest throughout the world is another. The wide-spread sentiment of personal aspiration and philanthropic enterprise among the people of the South and especially among those who have most to do with educational work is another.

But, recognizing the contributions rendered by all these, one other element may well be taken into account—mutual interest and unity of purpose. The friends of education have come into close acquaintance, into understanding of one another's aims, into an attitude of habitual interchange which has made those living in Virginia a unit with others doing the same work in the

Carolinas, in Georgia, Tennessee, Alabama, even to distant Louisiana and Texas.

Information circulated in print has value. But there is another mode of information coming from personal contact that is far more vital and vivifying. To be with those who have thought on the subjects in which we are interested and to hear what they have discovered; to be in a gathering of people who have caught the inspiration of a theme which has been our daily meditation and to blend our opinion in the clearer apprehension that breaks on the minds of many; to dwell for an hour or a day or for longer in an atmosphere of heightened intelligence where obscure things flash into brightness and uncertain gropings emerge at a bound into strong convictions—in such experiences one gets at profounder lessons than he can ever find in books or libraries. He comes to understandings that throb with life. He becomes aware of vast human meanings in commonplace tasks making them look different, so that his work can never again be what it had been.

Association by means of correspondence with a brotherhood of kindred spirits engaged in the same service brings like results. Each is clearer sighted and stronger for the companionship. The knotty problems with which one has to deal are the problems of a thousand and when a snarl is untangled by one all the rest learn how it is to be done. A determined effort in Virginia becomes an example for Alabama; a fruitful procedure in the parishes of Louisiana, an eventual harvest in all the other States. Intercommunication makes the achievement of any particular locality the triumph of many others and sends the accruing benefits from one end of the land to the other.

Such a community of spirit throughout the Southern educational field is characteristic of these last few years. It has come by a natural, healthy course. Underneath it has been the essential unity of the public school system, and the State Superintendents have been the exponents of its genius. Without an exception these superintendents have, themselves, manifested a large co-operative spirit and stood at the front in cultivating the noble companionship.

The Southern Education Board has been especially interested in this aspect of the work. Its Campaign Committee, having a

kind of quiet oversight of all that was going on in the several States, has fostered concord without intention or effort. Always in closest touch with the State Superintendents, and doing its work in each State under their direction, it has served as an agency of communication between the States and brought their principal workers closer together. So with every year's campaigning, the fellowship has broadened and strengthened, growing constantly in significance and practical power. No one foresaw at the beginning to what it would grow. It was a venture into a field that had not been much tilled, and the fruitfulness has far outstripped the hopes that were entertained.

The following table of figures shows the amounts contributed by the Board from year to year in the several States for the maintenance of the work conducted by the Campaign Committee—not including the general expenditures.

STATE CAMPAIGN EXPENSES OF THE SOUTHERN EDUCATION BOARD.

(From the books of the Treasurer.)

	1902.	1903.	1904.	1905.	1906.	Total.
Va.	\$ 5,406.30	\$ 5,838.87	\$ 2,914.23	\$ 2,327.07	\$ 3,000.00	\$19,486.47
N. C.	2,975.99	4,297.59	2,996.89	3,146.30	2,434.08	15,850.85
S. C. ....	.....	1,260.55	526.05	1,644.14	775.42	4,206.16
Ga.	175.00	1,265.73	1,238.75	887.42	2,505.74	6,072.64
Tenn. ..	.....	653.54	1,989.38	1,943.00	1,994.87	6,580.79
Ala.	900.00	400.00	1,046.29	1,345.30	1,203.75	4,895.34
Miss. ..	.....	750.00	916.67	691.65	1,000.00	3,358.32
La.	1,614.86	1,504.12	2,284.03	1,349.14	2,500.00	9,252.15
Ky. ....	.....	.....	.....	438.02	218.73	656.75

\$11,072.15 \$15,970.40 \$13,912.29 \$13,772.04 \$15,632.59 \$70,359.47

The sums are not large, either severally or in the aggregate, but they have been employed in such ways that the results have been most satisfactory.

There are two ways of aiding the cause of education: one is, to bestow large sums for the creation outright of institutions projected according to conventional designs; another is, to encourage the people to grow their own institutions to meet recognized wants and accomplish the high ends of statesmanship. With full acknowledgment of the gratitude that is due to those benefactors who have founded the great seats of learning that are everywhere held in honor, it must yet be borne in mind that

such institutions by themselves are not adequate to supply a people's wants. There must be others, and so many of them that it would be impossible to establish them in any such way.

The Southern people have taken in hand the task of developing an educational system that shall extend to all their children, and afford them the training they require for life's various callings. To this end they are directing their thought and their united endeavor. The Southern Education Board has done what lay in its power to encourage such a purpose, not on account of the South only, but for the whole nation.

XIV. BENEFITS TO THE NEGROES.

In this movement, divisive questions have been avoided and those of common concern have received chief attention, in the belief that unity is essential to the greatest efficiency, and that every advance in the cause of popular education is of universal significance.

The white people seem to have reaped the greatest immediate advantage. The conferences have been almost confined to them in the attendance; they have caught the spirit of these occasions, have put themselves into the new efforts suggested and carried them into practical demonstration; naturally the schools for white children have been the first to feel the influence. To some it may even seem that the Negroes have not had their fair share. If we look below the surface, however, it will be found that far more has been accomplished for the Negroes than at once appears.

1. *The situation of the Negroes has been a constant study.* The people who have been grouped together in this work as friends of education are friends of the Negro education. This is shown by addresses made at the conferences, and still more in the personal interest evinced by those in attendance, as they have many of them, year by year, paid their visits to Hampton, Tuskegee, Calhoun and other Negro schools. It means a good deal that a work beset with so many practical difficulties has such earnest thought given to its perplexing phases. Thorough examination of anything difficult is the best beginning of endeavor.

2. *Many of the things accomplished are directly helpful to the Negroes.* Cultivation of educational spirit, increase of reve-

nue, improved supervision, better training of teachers, adaptation of schools to practical wants—all of these must work for the Negro's good. In any system of operations which involves the interests of multitudes, if things go wrong those who suffer most are the helpless, and when a change comes for the better these are sure to profit by it. In the public school system, a great deal is wrong. Southern men do not hesitate to say that it is especially so in the Southern States. They tell us that incapacity, inefficiency and political "pull" have prevailed; that superintendents have been put in and put out for party purposes; that teachers have been appointed through favoritism and sometimes for so much cash in hand; that schoolhouses have been located for the convenience of a single family; and that in many ways the school revenues have been dissipated without bringing to the people anything like the benefits for which they were intended. In the loss, the poorest have lost most; and because the Negroes are poorest of all they have lost more than any others. So, when the renovation of the school system shall be complete, their gain will be the most conspicuous. An administration of the public school system which secures to Negroes their dues, before the law, as it is on the statute books to-day, will give new character to all Negro schools.

3. *The educational trend, as fostered by this movement, is toward a training particularly desirable for people in such circumstances as those of the Negroes.* "Education" has stood too much for things ornamental rather than useful. It is coming to stand for the things that in any way make life richer in efficiency and in fruitful practical experiences. A conception which magnifies education for handicraft, for country life, and for skill in all manner of occupations, is full of promise for these children of a race of slaves.

4. *Co-operation between friends of the Negro in the North and those of like spirit in the South is coming into a most significant realization.* Northern people are learning that efforts from so great a distance are at a certain disadvantage, and Southern people are seeing as never before that they have peculiar personal responsibilities for the training and conduct of these backward people who are all about them, subject to their influence and pliant to their direction. This must have the effect

in due time of improving the relations between the people of the two races; it will gradually eliminate one fruitful source of estrangement and bitterness; it will promote neighborly feeling and a spirit of mutual helpfulness which will be for the highest interests of all alike.

For the Northern people to regard this people in one way, and for the Southern people to regard them in another way wholly at variance, is incompatible with the correct view on the part of either the North or the South, and it puts the Negroes themselves in a very bad position for fulfilling their rightful service to themselves and the nation. Sectional division of sentiment must give place to a national unanimity of sentiment; and this unanimity must be so just, so true to all the actualities, so appreciative of all qualities of worth and so kindly toward all infirmities of constitution and environment, as to command the assent of the Negro himself and the approval of mankind.

5. *Many who are identified with this movement have done large service for particular enterprises in behalf of the Negroes.* Mention has been made of Hampton, Tuskegee and Calhoun. Add to these the Industrial Reformatory at Hanover, Va., the Penn School at Helena, S. C., the Industrial School at Ft. Valley, Ga., the Industrial School at Sandersville, Ga., and many other schools which have grown and prospered under the fostering care of Hampton and Tuskegee. The Southern Improvement Company is another significant expression of the same enterprise. The beneficence from this source has made itself effective also in the encouragement of hospitals and nurse training, in aiding institutions for the care of orphans, in assisting industrial missions, and other measures for social improvement. Not a little has been done for the literature of the Negro people. The quiet influence of a magazine like *The Southern Workman* is beyond estimate. Careful study of many phases of the life of this people have been made and published in the periodical press of the country. Under like auspices a number of books have been printed and had a wide circulation. So, in more ways than can be named, the Negroes have been helped to find themselves and to acquire higher views of what they can be and do.

There is no way of showing the extent of these manifold quiet operations, but to those who are watching them with steady interest, they are by no means unimportant or barren of results.

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